RICHARD SIDE AND GUY WELLMAN

GRAMMAR AND VOCABULARY *for* CAMBRIDGE ADVANCED AND PROFICIENCY

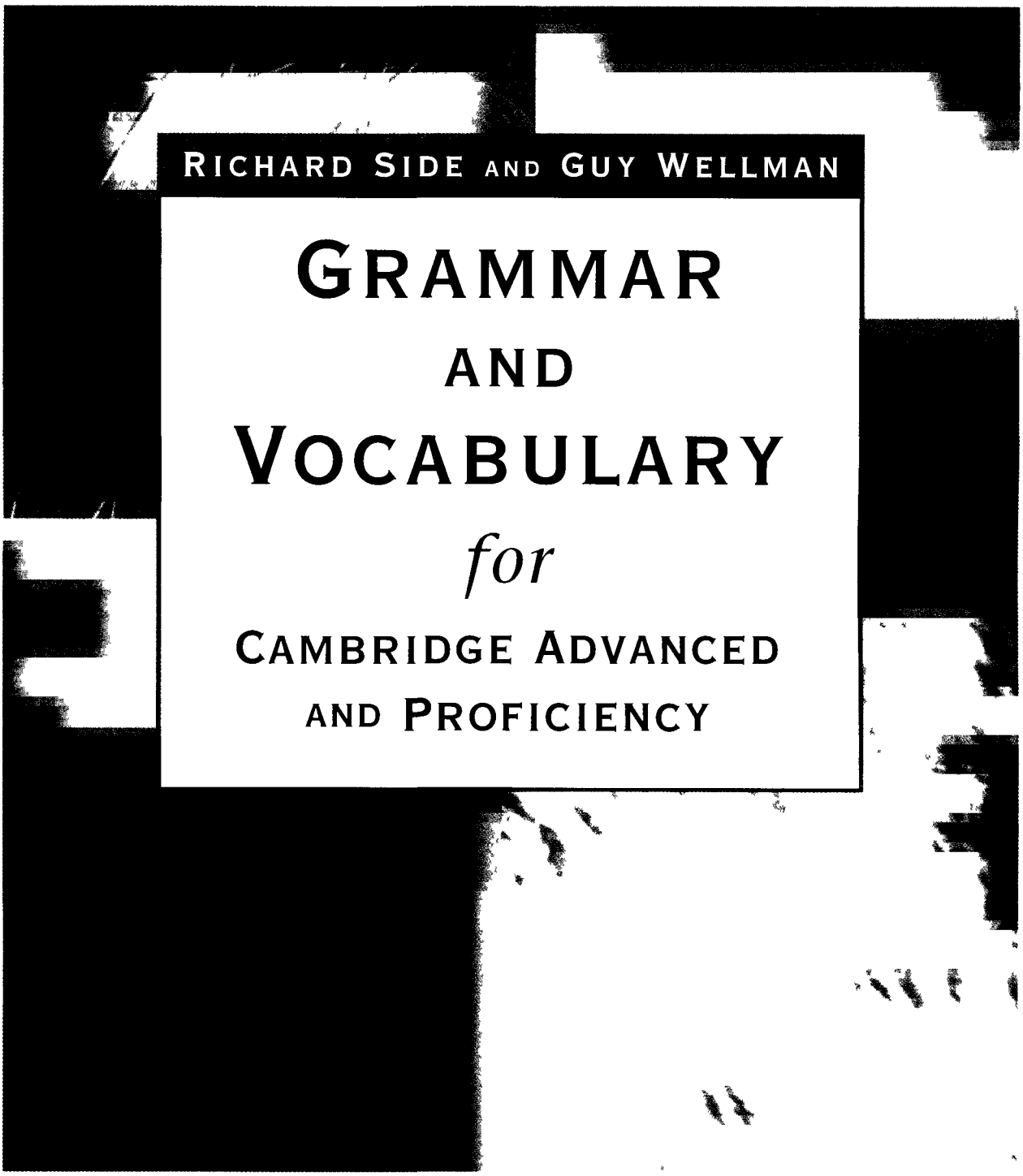
WITH KEY

Longman

SHOUT
SHARE
IT

RICHARD SIDE AND GUY WELLMAN

GRAMMAR AND VOCABULARY *for* CAMBRIDGE ADVANCED AND PROFICIENCY



Longman

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world
www.longman-elt.com

© Pearson Education Limited 1999

The right of Richard Side and Guy Wellman to be identified as authors of this Work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First published 1999

Second impression 2000

ISBN 0 582 41963 8

Acknowledgements

Designed by First Edition
Illustrations by Noel Ford
Cover design by Andrew Oliver
Project managed by Christina Ruse

The publishers would like to thank the following for their kind permission to adapt excerpts from original texts:
Oxford Today (passage, page 29); *The Independent*, from article by William Hartson, 13.12.97 (passage on global warming, page 133); *Newsweek* 23.11.1987 (passage on twins, page 151); Quartet Books, from *Sudan* by N Worral (1980) (passage, page 153); Secker and Warburg, from *Neither Here Nor There* by Bill Bryson (1991) (passage on travelling in Europe, page 155); Penguin, from *Citizens* by Simon Schama, p.21 (passage, page 194).

Set in Monotype Dante

Printed in Spain by Graficas Estella

Contents

Syllabus map 6

Introduction 11

Unit one 16

Problem tenses

Entry test 16
OVERVIEW 17
SECTION 1 Present Perfect 18
SECTION 2 Other Perfect forms 20
SECTION 3 Continuous forms 22
SECTION 4 The future 24

Vocabulary

SECTION 5 Stative verbs 26
SECTION 6 Collocation: an introduction 28

Exam practice 1 30

Unit two 32

Passives

Entry test 32
OVERVIEW 33
SECTION 1 Agents and objects with the passive 34
SECTION 2 Infinitives and *-ing* form passives 36
SECTION 3 Structures with *get* and *have* 38
SECTION 4 Not using the passive: transitive to intransitive 40

Vocabulary

SECTION 5 Verbs we commonly use in the passive 42
SECTION 6 Phrasal verbs; verb + preposition 44

Exam practice 2 46

Unit three 48

Modal verbs 1

Entry test 48
OVERVIEW 49
SECTION 1 Predicting 50
SECTION 2 True, untrue, possible: present and past 52
SECTION 3 Necessity, duty and advice 54

Vocabulary

SECTION 4 Possibility, probability and certainty 56
SECTION 5 Obligations 58

Exam practice 3 60

Unit four 62

Modal verbs 2

Entry test 62
OVERVIEW + Meanings of modals 63
SECTION 1 Intention, willingness, frequency, habit 68
SECTION 2 Ability, permission 70
SECTION 3 Special uses of *should*; modals in the past 72

Vocabulary

SECTION 4 Frequency 74
SECTION 5 Ability, quality and achievement 76

Exam practice 4 78

Unit five 80

Subjunctives and Unreal Past; Conditionals

Entry test 80
OVERVIEW 81
SECTION 1 Subjunctives and Unreal Past 82
SECTION 2 Likely conditionals in the past, present and future 84
SECTION 3 Unlikely conditionals in the present and future 86
SECTION 4 Past conditionals 88

Vocabulary

SECTION 5 Metaphor 90
SECTION 6 Word formation: prefixes and suffixes 92

Exam practice 5 94

Progress test 1 96
(testing contents of Units 1–5)

Unit six 100

Linking clauses

Entry test 100
OVERVIEW 101
SECTION 1 Time and Reason 102
SECTION 2 Result and Purpose 104
SECTION 3 Concession clauses 106

Vocabulary

SECTION 4 Expressing purpose and effect 108
SECTION 5 Agreeing or not 110

Exam practice 6 112

Unit seven 114

Adjectives and adverbs

Entry test 114
OVERVIEW 115
SECTION 1 Adjective structures; adjective or adverb? 116
SECTION 2 Inversion after negative adverbs 118
SECTION 3 Making comparisons 120

Vocabulary

SECTION 4 Differences and similarities 122
SECTION 5 Sentence adverbs 124

Exam practice 7 126

Unit eight 128

Nouns and articles

Entry test 128
OVERVIEW 129
SECTION 1 Using *the* or no article 130
SECTION 2 Singular, plural, uncountable 132
SECTION 3 Classifying 134
SECTION 4 Adjectives and verbs as nouns 136

Vocabulary

SECTION 5 Singular, plural uncountable: common phrases 138
SECTION 6 Compounds 140

Exam practice 8 142

Unit nine 144

Determiners and pronouns

Entry test 144
OVERVIEW 145
SECTION 1 *All, both, the whole, neither, either, no, none* 146
SECTION 2 *Each* and *every* 148
SECTION 3 *Ones, another, other(s), one another, each other* 150
SECTION 4 Quantifiers: *much, many, a lot of, (a) few, (a) little, most* 152
SECTION 5 *Any, some, somewhere, anywhere,* etc. 154

Vocabulary

SECTION 6 Amount and extent 156
SECTION 7 Groups of and parts of 158

Exam practice 9 160

Unit ten 162

Noun clauses

Entry test 162
OVERVIEW 163
SECTION 1 *That*-clauses 164
SECTION 2 *Wh*-clauses 166
SECTION 3 *To*-infinitive and *-ing* clauses 168
SECTION 4 Reference: *this, that, these, those; such; so* 170

Vocabulary

SECTION 5 Nouns from phrasal verbs 172
SECTION 6 Lack, shortage and excess 174

Exam practice 10 176

Progress test 2 178
(testing contents of Units 1 – 10)

Unit eleven 182

Relative clauses

Entry test 182
OVERVIEW 183
SECTION 1 Words used with relative pronouns 184
SECTION 2 Omitting relative pronouns 186
SECTION 3 Nominal relative clauses 188

Vocabulary

SECTION 4 Reference words 190
SECTION 5 Problems and solutions 192

Exam practice 11 194

Unit twelve 196

Emphasis

Entry test 196
OVERVIEW 197
SECTION 1 Fronting 198
SECTION 2 Introductory *There* and *It* 200
SECTION 3 Emphasis using *What*, *All* and *It* 202
SECTION 4 Nominalisation 204

Vocabulary

SECTION 5 Substituting one phrase for another 206
SECTION 6 Intensifying and emphasising 208

Exam practice 12 210

Unit thirteen 212

Reported speech

Entry test 212
OVERVIEW 213
SECTION 1 Tenses in reported speech 214
SECTION 2 Report structures 216

Vocabulary

SECTION 3 Quoting, reporting and interpreting 218
SECTION 4 Communicating 220

Exam practice 13 222

Unit fourteen 224

Verb complementation 1

Entry test 224
OVERVIEW 225
SECTION 1 Reflexive and reciprocal verbs 226
SECTION 2 Verbs followed by *that*-clauses and adjectives 228
SECTION 3 Verbs used with prepositional and adverbial phrases 230

Vocabulary

SECTION 4 Dependent prepositions and prepositional phrases 232
SECTION 5 Expressing knowledge and belief 234

Exam practice 14 236

Unit fifteen 238

Verb complementation 2

Entry test 238
OVERVIEW 239
SECTION 1 Verbs followed by *-ing* and infinitive 240
SECTION 2 Verbs followed by infinitive 242
SECTION 3 Verbs followed by *as* 244

Vocabulary

SECTION 4 Competition, opposition, disagreement 246
SECTION 5 Starting and ending: creating and destroying 248

Exam practice 15 250

Progress test 3 252
(testing contents of Units 1 – 15)

Key 257

Syllabus map

Unit one

page 16

Grammar *Problem tenses*

OVERVIEW

Perfect tenses; continuous tenses; the future

1 **Present Perfect** Present Perfect with other tenses; idiomatic phrases
2 **Other Perfect tenses** Past Perfect / Future Perfect; Perfect infinitives and *-ing* forms
3 **Continuous** Perfect Continuous; Past Continuous for plans, polite requests; Continuous infinitives; Perfect Continuous passive
4 **The future** Future forms; *will* in time and *if*-clauses; common phrases to refer to the future

Vocabulary

5 **Stative verbs** Uses in Continuous and non-Continuous tenses
6 **Collocation** Meaning; fixed and open; grammatical forms

Unit two

page 32

Grammar *Passives*

OVERVIEW

Form, and reasons for using, the passive

1 **Agents and objects** Mention of agents; verbs with two objects; limitations of passive
2 **Passive and infinitive** Infinitives after certain passive verbs; passive infinitives; report verbs
3 ***Get* and *have*** Causatives; *Get + -ed*; *I've had my car stolen*, etc.
4 **Transitive to intransitive** Changing subject without using passive; meanings of ergative verbs

Vocabulary

5 **Verbs common in the passive** Verbs with no agent; *-ed* adjective or passive?; prepositions with passives; phrasal verbs
6 **Phrasal verbs** Prepositions and particles; position of object; prepositions after passives

Unit three

page 48

Grammar *Modal verbs 1*

OVERVIEW

Basic grammar; main uses of modals 1; alphabetical list of modals

1 **Predicting** Certainty; possibility; expressing opinions
2 **Truth and possibility** True / untrue; expressing opinions; giving reasons; expressing annoyance
3 **Necessity, duty, advice** *Must, have to, should, needn't, don't have to* etc.; other verbs for necessity and advice

Vocabulary

4 **Possibility, probability, certainty** Likelihood: *bound to*, etc.; improbability
5 **Obligations** Legal / institutional, moral, personal obligations; freedom of choice

Unit four

page 62

Grammar *Modal verbs 2*

OVERVIEW

Main uses of modals 2; key difficulties with meanings

1 **Intention, frequency, habit** Intention / refusal; offers / requests; frequency
2 **Ability, permission** *Can / Could* v. *was / were able to*; theoretical possibility; permission; register
3 ***Should*; modals in the past** Special uses of *should*; modals in the past; modal Perfects

Vocabulary

4 **Frequency** Adverbs and phrases; adjectives; habits and trends
5 **Ability, quality and achievement** Dependent prepositions; collocation; connotation; metaphor

Unit five

page 80

Grammar *Subjunctives and Unreal Past; Conditionals*

OVERVIEW

Subjunctives; Unreal Past; conditionals; *when* and *if*; alternatives to *if*

Vocabulary

1 **Subjunctives and Unreal Past** Present and Past subjunctive; Unreal Past
2 **Likely conditionals** Verb forms; *will / won't* in *if*-clauses; mixing time references; false conditionals
3 **Unlikely conditionals** Verb forms; *would* in *if*-clauses; *If... are to / were to*
4 **Past conditionals** Verb forms; *would have... would have*; omitting *if*, etc.
5 **Metaphor** Compound adjectives and nouns; single words; idiomatic phrases
6 **Prefixes and suffixes** Changing meaning; prefixes in non-existent words; suffixes and part of speech; suffixes changing meaning

Unit six

page 100

Grammar *Linking clauses*

OVERVIEW

Types of clause; reasons for use; position

Vocabulary

1 **Time and Reason** Time clauses: *Ever since,* etc.; Reason clauses: *because,* etc.
2 **Result and Purpose** Result clauses: *so,* etc.; Purpose clauses: *in order to,* etc.
3 **Concession clauses** Position of linking words; background information; unexpected contrast
4 **Purpose and effect** Purpose / intention; result, cause and effect
5 **Agreeing or not** Not giving in; weighing things up; giving in

Unit seven

page 114

Grammar *Adjectives and adverbs*

OVERVIEW

Position of adjectives and adverbs; adverbs from adjectives; adverbial phrases

Vocabulary

1 **Adjective structures** Adjectives after nouns; structures after adjectives; *late, lately,* etc.
2 **Inversion** After negative adverbs; uses
3 **Making comparisons** Comparatives; similarities; double comparatives; preferences; *as / like; as if / though*
4 **Differences and similarities** Collocation; synonyms; modifiers; linking phrases; idiomatic phrases
5 **Sentence adverbs** Definition; uses

Unit eight

page 128

Grammar *Nouns and articles*

OVERVIEW

Countable / uncountable: *a / an, the,* or no article; other determiners

Vocabulary

1 ***The* or no article** *The* with nouns always singular; nouns without articles; general or specific: adding *the*
2 **Singular, plural, uncountable** Always plural; uncountable with *-s*; collectives; *There is / are*; uncountable / countable
3 **Classifying** Referring to groups: plural, *the, a / an*; special groups
4 **Adjectives and verbs as nouns** *The unemployed, the supernatural,* etc.; gerunds with / without *the*
5 **Singular, plural and uncountable** Common phrases: *on foot, in all weathers,* etc.
6 **Compounds** Noun + noun; adjective + noun; adjective + adjective; other combinations

Unit nine

page 144

Grammar *Determiners and pronouns*

OVERVIEW

Pronoun v. determiner; using determiners together; singular, plural, uncountable; common phrases

Vocabulary

1 ***all, both, the whole, neither, either, no, none*** Uses; common phrases
2 ***Each* and *every*** Differences in meaning / use; singular / plural; common phrases
3 ***One* and *another, other(s), one another, each other*** Uses; common phrases
4 **Quantifiers: *much, many, (a) few,* etc.** Articles; use in negatives / questions; formality; common phrases
5 ***Any, some, somewhere, anywhere,* etc.** Uses; common phrases
6 **Amount and extent** Extent and degree; words expressing quantity
7 **Groups of and parts of** Describing groups; informal phrases; collocation

Unit ten

page 162

Grammar *Noun clauses*

OVERVIEW

Definition; types; position

Vocabulary

1 ***That*-clauses** After nouns / adjectives / report verbs; as subject; omitting *that*; comparison with relative clauses
2 ***Wh*-clauses** Uses; with prepositions; with infinitives; *whether* and *if*; exclamations
3 ***To*-infinitive and *-ing* clauses** Sentence position; differences; adding subjects; common phrases
4 **Reference: *this, that, these, those; such; so*** Time / distance; referring back; common phrases
5 **Nouns from phrasal verbs** Position of particle; transitive / intransitive; noun v. phrasal verb
6 **Lack, shortage and excess** The haves; The have nots

Unit eleven

page 182

Grammar *Relative clauses*

OVERVIEW

Defining / non-defining; relative pronouns; position of pronouns

Vocabulary

1 **Words used with relative pronouns** Prepositions; relatives after pronouns / determiners / *wh-* words
2 **Omitting relative pronouns** When to omit; replacing clauses; descriptive clauses
3 **Nominal relative pronouns** Definition; uses; followed by *to*-infinitive; *what* before a noun; contact clauses
4 **Reference words** Types of reference: specifying, arranging, focusing, etc.
5 **Problems and solutions** Facing problems, finding solutions, etc.; collocation; idiomatic phrases

Unit twelve

page 196

Grammar *Emphasis*

OVERVIEW

Stress / intonation; stronger words; repetition; sentence adverbs; passives; other grammatical changes

1 **Fronting** Definition; uses; fronting noun clauses; introduction phrases

2 **Introductory *There* and *It*** Dummy subjects; *it* + clause / + report verb; referring forward

3 **Emphasis using *What, All* and *It*** *What / All I am going to do is* ... etc.; *It was Tim who ran into the office.*

4 **Nominalisation** Definition; uses; *have a talk, make a comment,* etc.

Vocabulary

5 **Substituting one phrase for another** Using adverbs / nouns / adjectives / phrases; multiple changes

6 **Intensifying and emphasising** Adjectives; collocation; adverbs of degree; exaggeration; adverbials, etc.

Unit thirteen

page 212

Grammar *Reported speech*

OVERVIEW

Grammar / vocabulary changes; orders / questions; flexible changes

1 **Tenses in reported speech** Tenses of report verb; reporting past / present tenses; reporting modal verbs

2 **Report structures** Types of clause; infinitive and *-ing*; impersonal reports; summarising; personal comments

Vocabulary

3 **Quoting, reporting and interpreting** Referring directly; doubting; interpreting

4 **Communicating** Ways of speaking; phrasal verbs; idiomatic phrases

Unit fourteen

page 224

Grammar *Verb complementation 1*

OVERVIEW

Transitive / intransitive; structures after verbs; link verbs

1 **Reflexive and reciprocal verbs** Use; verbs always / commonly reflexive; meaning changes

2 **Verbs + *that*-clauses and adjectives** Verb + *that*-clause; verb + describing noun / adjective

3 **Verbs + prepositional / adverbial phrases** Verbs of movement / position; verb + phrase / + adverb / + *way*

Vocabulary

4 **Dependent prepositions** Verb / adjective / noun + preposition; prepositional phrases

5 **Expressing knowledge and belief** Collocation; common phrases

Unit fifteen

page 238

Grammar *Verb complementation 2*

OVERVIEW

Using two verbs; preposition + *-ing*

1 **Verbs followed by *ing* or infinitive** Differences; perfect *-ing*; verb + *-ing* or bare infinitive

2 **Verbs followed by infinitive** Verb + *to*-infinitive / *to be* / Perfect Infinitive / bare infinitive; *for* + object

3 **Verbs followed by *as*** Defining a role or function; *as* + noun / adjective; defining objects; similar structures

Vocabulary

4 **Competition, opposition, disagreement** Collocation; word formation; prepositions

5 **Starting / ending; creating / destroying** Common phrases; phrasal verbs

Acknowledgements

This book is dedicated to **John Eckersley**.

The authors would like to thank the following:
Sue and William, Sally and Claire for their untold patience.
John Eckersley for his generosity and support.
Clive, Judith and the staff and students at BEET Language Centre, Bournemouth.
The staff and students of The Eckersley School of English, Oxford.

Introduction

ABOUT THIS BOOK

Who is this book for?

This book is for any advanced student of English but it is particularly relevant to people studying for the Cambridge Certificate in Advanced English (CAE) or the Certificate of Proficiency in English (CPE) exams. We assume that anybody using this book has a reasonable knowledge of and ability to use English, at least up to Cambridge First Certificate standard.

What sort of grammar is in this book?

This book covers the main areas of English grammar at advanced level and concentrates on areas you need to pass the exams. It looks, for example, at verb and noun structures, adverb and adjective structures, and ways of linking complex sentences and texts. It also provides information on style and register, for example whether some structures are more typical of written or spoken English. Although grammar and vocabulary are obviously important in all areas of the advanced exams, special attention is given to structures which are frequently tested in Paper 3 – Use of English. For example, modal verbs (see Units 3 and 4) and relative clauses (see Unit 11) have occurred in virtually every Paper 3 in the CPE exam in recent years. Some areas of grammar, such as relative clauses and determiners (see Unit 9), occur most frequently in the cloze test (see page 14 below), while modal Perfects are very common in sentence gapped sentences – the practice exercises in the book reflect this. Other areas of grammar, such as articles (see Unit 8), may cause you more difficulty in Paper 2 – Composition. Again, the practice exercises in the book reflect this.

What sort of vocabulary is in this book?

At advanced level, there is an enormous amount of vocabulary to learn. No book can hope to cover it all. It is also much more difficult to predict vocabulary which will occur in the exams. This book focuses on areas of vocabulary that are useful in a wide range of situations, e.g. agreeing and disagreeing, frequency, problems and solutions, starting and ending, etc. Words that combine frequently with others are a particular focus. This involves a consideration of collocation (see Unit 1.6) as well as what grammatical structures we can use with certain words.

Each Unit has two Sections dedicated to vocabulary, but there is also a lot of vocabulary in the Grammar Sections: groups of words often share similar grammatical patterns, e.g. verbs that are commonly followed by *that*-clauses or *to*-infinitive structures (see Unit 14.2), or verbs that are commonly followed by *it* + clause (see Unit 12.2). The Sections often end with examples of common phrases and idioms which use the grammatical structures. Vocabulary Sections complement the preceding Grammar Sections where possible, whilst others deal with separate topics. The Syllabus map (pages 6–9) shows this.

Some of the grammar or vocabulary in the book may be formal or used in limited contexts, though language that would normally be considered specialised, such as legal or technical jargon or academic or literary usage, is not included because it is not tested in the exams.

How can I use this book?

There are many different ways to use this book. You can use the **Contents** or **Syllabus map** to look up a particular area of grammar or vocabulary that you want to study. Or, you may want to study complete Units in the order in which they appear. Several options are available to you. References within the Sections will point you in the direction of explanations of related areas of grammar or vocabulary in other Sections or Units.

THE ENTRY TEST

Each Unit begins with an **Entry test**. Each exercise in this test is related to one of the Grammar Sections within the Unit. If you have difficulties with an exercise, there is a cross-reference to the relevant Section which will provide all the explanation and practice you need. On the other hand, if you find the exercise easy, it may mean that you are perfectly competent in that area of grammar and you may wish to ignore that Section.

THE OVERVIEW

The **Overview** provides a summary of the grammar which students in advanced classes should already be familiar with. For example, with relative clauses (see Unit 11) you should already know about the differences between defining and non-defining

relative clauses – these are summarised in the Overview. The *Watch Out!* boxes highlight areas that often continue to cause difficulty. If you have any difficulties with the points covered in the Overview, look at *Grammar and Vocabulary for First Certificate* by Luke Prodromou (Longman).

THE GRAMMAR SECTIONS

Each Unit has between two and five **Grammar Sections** which deal with aspects of a particular area of grammar. These Sections contain explanations and descriptions with many of example sentences. The page ends with a short exercise so that you can check whether you have understood the main grammar points.

PRACTICES

Opposite is a page of related practice exercises. The first practice is always a straightforward test of understanding the main grammar points in the Section; the later practices are more complicated and reflect the level and style of the advanced exams. These practices can be done in class or for homework. If you are doing them in class, you may want to discuss your answers with other students or with your teacher before checking the correct answers in the **Key** at the back of the book (in 'with Key' editions). Discussion helps everybody to understand and remember the main facts or issues.

THE VOCABULARY SECTIONS

Each Unit has two **Vocabulary Sections**. These deal with a particular area of vocabulary such as words connected with differences and similarities (see Unit 7.4) or competing (see Unit 15.4). Lexical areas such as collocation, word formation, phrasal verbs, prepositions and idiomatic phrases are also covered, specifically in particular Sections and generally in other Vocabulary Sections. There are several short Pre-practices within the explanations. The main Practice exercises contain much of the vocabulary presented in the explanations but also add other related items.

THE EXAM PRACTICES

At the end of each Unit there is an **Exam practice** which revises the grammar and vocabulary in the whole Unit using CAE and CPE-type exercises. Each paper has the same score so that you can monitor your general progress as you work with different Units.

THE PROGRESS TESTS

After Units 5, 10 and 15 there are **Progress tests** in CAE and CPE-exam format. They revise the grammar and vocabulary of the previous five Units together with any other previous Units.

Will I pass Proficiency if I do everything in this book?

One textbook is never enough to become fluent. We recommend that you read widely in English (books, magazines, newspapers...) as well as take every opportunity to listen to English (satellite television, film, radio...) and speak the language, so that you can use it naturally and easily. Everybody can learn a language (we have all already learned at least one!), but it takes time, patience and hard work.

ABOUT THE EXAMS

What level are CAE and CPE?

CAE is an advanced exam at a level between Cambridge First Certificate in English and CPE. It is recognised by many British Universities for English Language entry requirements at undergraduate level. CPE is more widely recognised for the same purpose as well as being a qualification in many countries to teach English. A pass at CPE is an indication that you should be able to follow lectures in English, write essays, understand the books you need to read, and contribute effectively in undergraduate seminars and classes. In other words, it is quite a high level. For both exams, grades A, B and C are passes. D is a narrow fail and E is a fail.

Both exams consist of five papers. The first three papers are normally taken on the same day. Papers 4 and 5 may be on different days within a week or two of the other papers.

PAPER 1

CPE – Reading Comprehension (1 hour)
The first part, Section A, consists of twenty-five multiple choice vocabulary questions. The second part, Section B, consists of fifteen multiple choice comprehension questions on three texts.

CAE – Reading (1 hour 15 mins)
There are four texts followed by a total of approximately fifty matching and multiple choice questions.

PAPER 2

CPE – Composition (2 hours)
You must complete two writing tasks of 350 words each out of a choice of five topics. These usually include a discussion of a topic, a description of something such as a festival or city, a story and a letter. You also have the option to write about one of three prescribed reading texts, usually novels.

CAE – Writing (2 hours)
You must complete two writing tasks usually including a letter, report, memo, infomation sheet, review, article, etc., but not a story. Section A is a compulsory task based on reading information with a maximum of 450 words. Section B consists of one task from a choice of four.

PAPER 3

This book concentrates on grammar and vocabulary needed for Paper 3, although this information is essential for all the other Papers in the exams.

CPE – Use of English (2 hours)
The first part of this paper, Section A, consists of four different grammar and vocabulary tasks based on a short text and sets of sentences. The second part, Section B, asks you to read a passage, answer a number of comprehension and vocabulary questions, and summarise a specified aspect of it.

CAE – English in Use (1 hour 30 mins)
This paper focuses on grammar, vocabulary and register, and includes tasks such as gap filling, proof reading and text completion.

PAPER 4

CPE – Listening Comprehension (approximately 40 mins)
CAE – Listening Comprehension (approximately 45 mins)
Both CAE and CPE consist of recordings of three or four different spoken situations, such as conversations, interviews, extracts from radio programmes, recorded telephone messages, etc., and a variety of matching, completion and multiple choice tasks.

PAPER 5

CPE – Speaking (approximately 15 mins)
CAE – Speaking (approximately 15 mins)
This part of the exam consists of a conversation with an examiner. You are asked to talk about some photographs, give opinions and discuss some issues. The examiner will assess your pronunciation, fluency, range of vocabulary, grammatical accuracy and general ability to hold a natural conversation in English. CAE interviews are conducted in pairs – you will be asked to discuss things both with the examiner and the other candidate.

What types of questions can we expect in CPE?

PAPER 1

Multiple choice

In Section A, there are twenty-five multiple choice vocabulary items in a question like this example:

> In this section you must choose the word or phrase which best completes each sentence. **On your answer sheet**, indicate the letter **A**, **B**, **C** or **D** against the number of each item **1** to **25** for the word or phrase you choose. Give **one answer only** to each question.
>
> **1** Even the tiniest ..... of dust can damage delicate electrical equipment.
> **A** piece **B** portion **C** shred **D** speck
>
> (Answer: 1 D)

This question tests your knowledge of the different meanings of words, collocations, etc.

PAPER 3

Cloze test

In Section A there is a short passage (under 200 words) in which twenty words are missing. You must decide what the words are. Example:

> Fill each of the numbered blanks in the passage with **one** suitable word.
>
> **THE HERRING GULL**
>
> The herring gull's ability to eat almost (1) ....., from fish to the young of its own kind, has made it one of the (2) ..... species in Britain to be actually thriving at this time. Its (3) ..... have multiplied in recent years because of the increasing (4) ..... of edible refuse which is a by-product of modern life. ...
>
> (Answers: eat almost (1) *anything* from fish to... one of the (2) *few* species... etc.)

Words typically gapped include pronouns (including relative pronouns), articles, determiners and linking words such as *however, but, such...that.* It can also test collocation and prepositions.

Sentence transformation

In the second part of Section A, there are eight sentence transformations which ask you to rewrite a sentence using a different beginning. Example:

> Finish each of the following sentences in such a way that it is **as similar as possible to the sentence printed before it.**
>
> **(a)** All the people I have contact with disapprove of the changes.
> None .....
> .....
>
> (Answer: None *of the people I have contact with approve of the changes.*)

Areas tested include conditionals, reported speech, inversion, changing verbs to nouns, etc.

Gapped sentence

Section A continues with six gapped sentences where several words are missing in each gap. Example:

> Fill each of the blanks with a suitable word or phrase
>
> **(a)** You should ..... that into account before you went and spent all your money.
>
> (Answer: You should *have taken* that into account before you went and spent all your money.)

Areas commonly tested in this question include modal verbs, conditionals and idiomatic phrases.

Word transformation

Section A ends with eight sentences which must be rewritten using a given word that cannot be changed in any way. Example:

> For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.
>
> **(a)** Nobody else in the country possesses his skills on the trumpet.
> **unmatched**
> .....
> .....
>
> (Answer: *His skills on the trumpet are unmatched by anybody else* (or *anyone else*) *in the country.*)

This question tests your knowledge of common phrases and changing verbs to nouns, etc.

What types of questions can we expect in CAE?

The CAE has been revised from December 1999. In CAE, specific grammar and vocabulary questions are all in Paper 3 – English in Use. The Paper includes six Parts and a total of 80 questions.

MULTIPLE CHOICE CLOZE

This consists of a passage with fifteen gaps. For each gap you must choose one word from a choice of four.

OPEN CLOZE

The only exercise that is similar to CPE is the cloze test (a gapped passage). There are fifteen gaps in the CAE exam.

ERROR CORRECTION

A text about sixteen lines long is provided. Most lines have either an extra, unnecessary word which you must find, or a spelling or punctuation mistake which you must correct.

WORD FORMATION

This new task is similar to FCE but the base words are more difficult and may involve more changes. There are two passages in which you are required to write the missing word in the correct part of speech using the word given. For example, *transform* becomes *transformation*. Remember to check whether you need to make a noun plural, an adjective negative, etc. There are fifteen gaps.

INFORMATION TRANSFER

This consists of a gapped text in which you are asked to rewrite information from another text in a different style or register. For example, you may have to fill the gaps in an informal letter with information taken from an advertisement. You must make any necessary changes in vocabulary and grammar so that the style is appropriate. There are thirteen gaps.

DISCOURSE CLOZE

A text is provided from which various phrases have been omitted. From a list of these phrases, you are asked to put back the correct phrase in each gap. there are six gaps and three distractors.

What about the other exercises and papers in CAE and CPE?

In addition to the above tasks, you will need to be able to recognise and use a wide range of grammar and vocabulary in order to:

- understand the reading passages in Paper 1
- write letters and compositions in the Paper 2
- answer the questions in Paper 3 Section B
- understand what is being said in the Paper 4
- understand and speak to the examiner and other candidates in Paper 5.

The grammar and vocabulary in this book will be a great help.

Unit one

Problem tenses

Entry test

1 Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

EXAMPLE: I've never had to work all through the night before.
This is ***the first time I've had to work all through the night.***

a Most of us became salesmen when we left university.
Most of us have .....

b Our current manager started working here ten years ago.
Our current manager has .....

c I haven't heard from Sarah for a couple of months.
The last .....

d I used to find computers difficult before I started taking these lessons.
Since .....

e Michael Owen is the best player I've seen so far in this competition.
I've yet .....

SCORE

FOR PRESENT PERFECT, SEE SECTION 1.

2 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: As soon as he saw ***what had*** happened, he switched off the electricity.

a When I started working for this company, I ..... an architect for six years.

b She'd ..... studying marine biology but she finally decided on geography.

c They ..... on the road for a mere five minutes when they had a puncture.

d It's almost half past nine: I would think they ..... got there by now.

e My intention is ..... finished my studies by June.

SCORE

FOR FUTURE PERFECT, PAST PERFECT AND OTHER PERFECT FORMS, SEE SECTION 2.

3 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: I ***have been*** writing this composition all evening.

a What ..... doing with yourself over the last couple of days?

b I ..... to fix the engine all morning, but finally had to admit defeat.

c Next summer, I ..... living here for ten years.

d He claimed ..... meaning to tell me about it but somehow forgot.

e I was ..... asking her if she'd like to come to the races on Saturday.

SCORE

FOR CONTINUOUS TENSES, SEE SECTION 3.

4 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: Look out! We're *going* to hit the car in front!

a At this rate, we're ..... be exhausted by the time we finish.

b The minute the train ..... standstill, get on and try to find a seat.

c By December, he'll ..... working there for eighteen months.

d They claim to be virtually on ..... achieving everything they set out to do.

e We were just about ..... the house when Sue called.

SCORE

FOR FUTURE FORMS, SEE SECTION 4.

TOTAL SCORE

OVERVIEW

1 USES OF PERFECT TENSES

Present Perfect

We use Present Perfect to talk about things that took place:

- during a period that includes past and present:
  They've ***been waiting*** *here for an hour.*
- in the past, but we're not saying exactly when:
  Don't tell me he's ***bought*** *another new car!*
- in the past with an effect or result in the present:
  I'm afraid I've ***forgotten*** *my key.*
- with the time adverb *just* meaning 'a short time ago' (American English uses Past Simple here):
  She's ***just gone*** *out.*

Past Perfect

We use Past Perfect to talk about things that took place:

- before something else in the past (see Section 2.1):
  I took the decision after I ***had spoken*** *to John.*
- during a period before an event in the past:
  All day I'd ***been feeling*** *nervous but the feeling vanished as soon as I saw her.*

Future Perfect

We use Future Perfect to talk about:

- something that will be finished before a specified time in the future (see Section 2.2):
  I'll ***have signed*** *nearly a hundred letters by tonight.*

For, since, already, yet, still, often, etc.

We often use Perfect tenses with these time words.

- Note important variations in their position:
  We ***still haven't heard*** *from Olga. We'd* ***still not heard*** *from her by the time evening arrived.* (= more formal) *I* ***haven't heard*** *a convincing explanation of her absence* ***yet.*** *She's* ***phoned already.*** ***Has*** *she* ***phoned already?*** *She's* ***already phoned.*** *She* ***hasn't already phoned,*** *has she?*

2 USES OF CONTINUOUS TENSES

We use Continuous tenses to talk about things:

- continuing over a period, and temporary. Continuous tenses show that we either view the event as incomplete, or that we don't know or don't need to say when it started or finished:
  We're ***studying*** *Shakespeare at school at the moment.* (= temporary activity during these weeks)
  It ***was raining*** *when we left the building.* (= we don't know or aren't interested in when the rain started or when it will finish)
- that are in the process of changing:
  William's piano playing ***was improving*** *every day.*
  I think I'm ***getting*** *more forgetful as I grow older.*
- With verbs that describe a short action, e.g. *hit, knock, blink,* the action is repeated rather than continuous:
  I've ***been ringing*** *him all morning but he never seems to be in.*
- We often use Past Continuous and Past Perfect Continuous to set the background to narrative events. Because it may not be clear when the activity begins or ends, they give the impression you are arriving in the middle of a scene:
  Jo ***had been working*** *all morning and* ***was*** *now* ***spending*** *a happy half hour doing nothing more taxing than staring into space. She* ***was looking forward*** *to her holiday in Scotland in a few days' time.*

3 EXPRESSING THE FUTURE

English does not have one future tense. Instead, we use other tenses and modal verbs to refer to the future (see Section 4):

This time next week we'll ***be sitting*** *our exams.*
(= we'll be in the middle of them)
When you ***arrive,*** *you* ***are to go*** *straight to the registration desk.*

watch out!

We don't use Present Perfect when an exact past time is mentioned and there is no connection with the present:

✗ ~~*We've* ***been to*** *London in 1997.*~~
✓ *We* ***went to*** *London in 1997.*

- But we can use the Present Perfect if the period mentioned includes the past and present:
  We've ***been*** *here* ***since half past six.***
  I ***haven't done*** *much work* ***today.***
  It's ***been raining for ages.***
- We use Past Perfect for something that happened before something else. We can only use it with another Past tense:
  I ***went to*** *see him because his wife* ***had asked*** *me to.*
- We omit *will* in time clauses (see Sections 1.4 and 4.2):

✗ ~~*I'll phone you* ***as soon as we will have arrived.***~~
✓ *I'll phone you* ***as soon as*** *we* ***have arrived.***

SECTION I

Present Perfect

Present Perfect often combines with other tenses in the same sentence.

1 USES WITH OTHER PRESENT TENSES

We use Present Perfect with other Present tenses:

- with report/comment verbs or phrases (*guess, imagine, suppose*, etc.):
  *I **reckon** Gloria's **been held up** in traffic. Do you **suppose** they've **forgotten** they're meant to be here?*
- with the phrase *This is / It's / That's the first / second / only*, etc. *time ...*:
  ***This is the first time** he's **been** late **It's the only time** I've **ever** really **got** angry with him.*
- when an event is unusual or unique in your life (often with a superlative and *ever* or *never*):
  *I've **never met** anybody who is so absent-minded.*

However, we commonly use a Past tense to refer to somebody who is dead:

*Princess Diana **was** the most extraordinary person I've **ever read about**.*

- when commenting on the present results of something in the past (usually with *appear, seem, sound*, etc.):
  *He **sounds** as if he **has run** all the way here.*
  *It **seems** they've **already decided** without consulting us.*

2 USES WITH PAST TENSES

We use Present Perfect with Past tenses:

- to describe states or events that have continued since a time in the past (with *since, ever since*, etc.):
  *He's **been** a bit more careful **since** he **had** that warning.*
  ***Ever since** I first **heard** it I've **been trying** to find a recording of that song.*
- to describe long-term or repeated feelings and thoughts about past events:
  *I've often **wondered** why he **decided** to become a teacher. I've always **felt** we did the wrong thing when we **took** her **on** as an assistant.*

3 USE WITH ANOTHER PRESENT PERFECT

We use Present Perfect with another Present Perfect:

- to describe two states that have existed since a time in the past:
  *Since I've **known** him, he's always **worn** the same sweater.*

4 USE WITH FUTURE FORMS

In time clauses (after *when, as soon as, until, before*, etc.) we don't use *will*, and so the Future Perfect *will have done* is not possible. In these cases we use the Present Perfect to refer to the future:

*We'll **continue** the meeting **when he's recovered** his composure.*

5 USE WITH *SINCE* AND *YET*

Note the position and emphatic uses of *since* and *yet*:

*There was no news this morning but we've **since learned** that she's in Rome.*
*I **haven't met** anyone **yet** who can run as fast as him.*
or: *I've **yet to meet** anyone who ...*

6 COMMON PHRASES

They've made it! (= They've succeeded) *I've had enough.* (= I'm fed up. I don't want to do any more) *You've had it!* (= You're in trouble) *That's torn it!* (= You, we, etc. have done something that someone else will complain strongly about) *Now you've done it!* (= You've done something seriously wrong) *She's arrived.* (= She's achieved fame, success, acceptance, etc. at last) *He's lost it.* (= He's lost his patience or self-control) *You've got me there!* (= Good point: I've no idea what the solution is)

? check

Correct these sentences.

a It's the third time he missed a meeting.
b As soon as he will finish, he's going home.
c This is the best lasagne I ever have.
d Since we've known each other, he always shows impeccable manners.
e Since I've met her, I've never seen her lose her temper.

Practice

1 Tick (✓) the sentences that are correct. Correct those that are not.

a Do you think Vicky's always known the truth about us?
b That's been the second time you've forgotten to post something for me.
c I haven't seen Peter since he begins seeing his new girlfriend.
d Ever since we met, you never asked me what I prefer to do.
e In all my life, I've never spoke to someone who is quite so stupid.
f I don't think Paul and Carol have seen much of each other of late.
g This is the only occasion that I've seen him wearing a tie.
h Since he's lived here, he was usually extremely friendly.
i They'll join us after they'll get a bite to eat.
j He says he hasn't yet come to a final decision.

2 Fill each of the gaps in this passage with one suitable word.

I've often ..... (1) that Stefan's success as a teacher is due to his eccentricity as much as his knowledge of the subject. From the first time he ever ..... (2) into a classroom, students have always loved him. They've probably ..... (3) met anybody who displays such an extraordinary mixture of enthusiasm and great personal warmth. It ..... (4) also probably the first time they've ..... (5) somebody who always wears a leather jacket and a scarf even at the height of summer.

3 Fill each of the gaps in this passage with one suitable word.

'When did you really begin to feel at home here?' Paul asked.
'Oh, you've ..... (1) me there!' John replied. 'Let's just say you won't feel you truly belong until you've ..... (2) out with your colleagues and then made it up several times. Over the summer I've ..... (3) it with all of them countless times, often over quite trivial things. I've lost ..... (4) of the times I've said to myself – That's it! I've had ..... (5)! But I come back the next day, time after time. I've often ..... (6) why I do. As far as the boss goes, just wait until you make a major mistake. Your colleagues will go "Oooh, now you've ..... (7) it!" or "Um, that's ..... (8) it!", and the boss comes in and just smiles at you. Then you'll know you've ..... (9) it. Then you'll definitely have ..... (10).

4 Fill each of the blanks with a suitable word or phrase.

Example: I'm not going to go out again until *the storm has* blown over.

a I'll phone him just as soon as ..... typing all these letters.
b I looked for that book everywhere but I'm afraid ..... across it yet.
c This isn't the first time he ..... away from home.
d I spoke to Sylvia last night: she sounds ..... had a hard time recently.
e I went to the new pizzeria last night: it does the ..... eaten.
f I've never understood what ..... football so popular.
g Since he got home from the camp, he ..... but sleep.
h I've yet ..... over the shock of seeing her there.

5 Finish each of the sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: Make sure you finish this book before you start on the others.
Don't start *the other books until you have finished this one.*

a Nobody has seen Jo for over a month.
Jo was .....
b Bergkamp's goal was the most extraordinary one I have ever seen.
I've yet .....
c No one has asked me that before.
This is the first time .....
d The journey to Paris took much longer before they built the Channel Tunnel.
Since the .....
e It's almost a year since I stopped smoking.
I gave .....
f This café used to be a lot more popular before they opened the new one next door.
Since .....

SECTION 2

Other Perfect forms

1 PAST PERFECT

Not always necessary

Past Perfect emphasises that we are talking about a period before a time in the past. If the time sequence is clear (e.g. because we use *after*), both Past Simple and Past Perfect are possible. At other times Past Perfect is essential to understanding the sequence, and we often add *already, as soon as,* or *until*:

*I got to work **after** Simon **arrived / had arrived.***
*When I arrived, they'd already **started.*** (= they started before I arrived) *When I **arrived,** they **started.*** (= I arrived before they started)

With definite time

Unlike Present Perfect, we can use Past Perfect with a definite time reference:

*I arrived at nine o'clock but he **had got there at eight.***

With *before*

There is one exception to the time sequence rules on Past Perfect. When we use *before*, the verb in Past Simple can refer to something that takes place before the verb in Past Perfect. The first action may prevent the second from happening:

*The waiter **took** my plate away **before I'd finished** eating.*
*I **was blamed** for it **before** I'd even **had** a chance to defend myself.*

Unfulfilled plans

We use Past Perfect with report verbs and with *hope, intend, expect,* etc. to talk about plans that have not yet been fulfilled. *Had* is usually stressed in speech with this use:

*I **had hoped** to talk to him but he was too busy to listen.*
*I **had thought** of phoning him but decided against it.*

2 FUTURE PERFECT

With *by*

We can often use Future Perfect with the preposition *by* or the phrase *by the time* meaning 'at some point before the time mentioned or indicated':

*It's taking her so long to write that book that **by the time** she's finished it people **will have forgotten** the incident it's based on.*

Predicting

We can also use *will have done* to say what we think has probably happened:

*There's no point phoning: they'**ll have gone out.***

- We can use *should / ought to* or *may / might* instead of *will* if there is some uncertainty about the prediction of present or future:
  *I **should have finished** making this cake by the time Sue comes home.* (= I think I will have, but I'm not sure. See Unit 4, Section 3.2 for modal Perfects)

3 USES OF PERFECT INFINITIVES

We use Perfect infinitives:

- after link verbs like *seem* and *appear* to refer to a previous time period (an ordinary *to*-infinitive will usually refer to the present or future):
  *There **seems to have been** some sort of mistake.*
- after phrases expressing emotions and feelings:
  *I'm sorry **to have kept** you waiting.*
  *She was felt **not to have met** the standards required.*

4 PERFECT *-ING* FORMS

When talking about results and time, we can use a Perfect *-ing* form to emphasise that one thing happens before another:

*I didn't remember **having met** her before. **Having** finally **grasped** what I meant, he got down to work.*

watch out!

Perfect passives can sometimes be confusing because we use both *be* (= passive) and *have* (= Perfect) as auxiliaries:
*The refugees **have been prevented** from entering the country. This picture is thought **to have been painted** by a pupil of Rembrandt's.*

? check

Which of the points in this Section do these examples illustrate?

a 'How did you become a teacher?' 'I'd intended to be an actor, but things didn't work out.' 1
b I turned on the computer, but before I had managed to log on there was a power cut. 2
c After he told me what he wanted, we talked about the plans for the next day. 2
d The exhibition will have finished by the time I get around to seeing it. 2
e They appear to have accepted most of your terms.

Practice

1 Match the beginnings (1–8) with a suitable ending (a–h).

Example: 0 + *i*

(0 After I'd finished teaching earlier that morning)
1 He told me that
2 I asked him
3 He explained how a young man
4 John had immediately assumed
5 So, before the young man had had a chance to say anything
6 John, who was in a terrible hurry, then left the man to it,
7 It wasn't until he returned ten minutes later
8 He was actually a school inspector

a and had come to ensure that the school was run efficiently.
b he had made a terrible mistake.
c that he wanted to enrol as a student.
d had come to reception.
e that the man was able to explain there had been a misunderstanding.
f what had happened.
g John had given him an application form.
h wondering why he looked so puzzled.
(i I found John standing outside my classroom.)

2 Correct any sentences that are unacceptable.

a By the time he is 50, he will live in this country for half his life.
b It's a surprise party and they won't know anything about it until they got here.
c They're probably planning a quiet evening together; I know they won't have guessed what we're doing.
d The other seventy guests should be arrived before Mikis and Maria.
e By the time we ~~will~~ have finished, everybody will have eaten and drunk as much as they can.

3 Cross out and correct eight errors in this extract from a composition. A ninth error has already been corrected.

Dear Sir,
I had recently been on a two-week holiday with your company to the island of Thassos.

I am sorry to ~~have said~~ say that it was the worst holiday I've ever had. Over the years I went on many holidays to Greece, a country I have now come to know quite well. I think I can safely say that, until this year, all of those holidays were wonderful. For example I have once spent six weeks on Crete, which I had not visited before. I had loved that holiday so much that I returned every spring for the last four years.

This year, however, was different. I honestly consider this to had been the worst holiday of my life. This is not the fault of Thassos: the fault lies entirely with your company whose inability to organise the simplest thing is quite unbelievable.

As both the outward and return flights have been delayed for several hours, there was nobody to meet us at the airport or transfer us to our hotel, and when we eventually did reach the hotel, we discovered it had been built over a mile from the beach. Reading your brochure carefully, we feel this was not what we have expected.

4 Finish each of the following sentences in such a way that it is as similar as possible to the sentence printed before it.

Example: Don't use that milk until you've finished this carton.
Make sure *you've finished this carton before you use that milk.*

a I'm sure he will arrive before you get there.
By the time .....
b I reckon the journey to Cornwall is over 200 miles.
By the time we get .....
c After keying that report, could you perhaps check this order for me?
When that .....
d I'm sure Helen will have got there before everyone else.
Helen is .....
e We will fax you further details on receipt of your completed application form.
Having .....

5 Fill each of the blanks with a suitable word or phrase.

Example: All the best things *will have gone* if we don't get to the sale soon.

a I was really happy when they announced ..... decided to get married.
b She proceeded to fix the faulty wiring, having first ..... been switched off.
c It wasn't until he mentioned the conference that I ..... met before.
d By next Christmas we ..... decorating the house.
e He is planning ..... completed all his coursework by next week.
f It's six o'clock: I imagine they ..... for the airport by now.
g The suspect is believed ..... fled the country.
h After he had lost his glasses, he ..... but to buy another pair.

SECTION 3

Continuous forms

1 USES OF PERFECT CONTINUOUS TENSES

Like other Perfect tenses, Perfect Continuous tenses focus on a past period that leads up to a later one. Perfect Continuous tenses, as with other Continuous tenses, show that an event continues and/or is temporary:

*I've **been meaning** to tell you about it since the weekend. Next October I'll **have been playing** with this team for ten years. He'd **been driving** for hours and he needed a rest.*

- We use Past or Present Perfect Continuous to talk about something that is incomplete, just finishing or about to change. The Past and Present Perfect Simple can suggest the action is finished:
  *I'd **been staring** at the computer screen all evening when a solution suddenly struck me. I've **been reading** 'War and Peace' again.* (= I may not have finished)
  *I've **read** War and Peace again.* (= I've finished)
- The Continuous can emphasise the action; the Simple focuses on the result:
  *What **have you been doing?*** (= tell me about your activities) *What **have you done?*** (= tell me the result of your activities)
- The difference between choosing Continuous or Simple may only be a matter of emphasising that something is continuing and/or temporary:
  *I've **been waiting** here for over an hour.*
  (= emphasising that I still am)

2 USING PAST CONTINUOUS FOR PLANS

We can use Past Continuous to talk about plans in the past:

*We **were meeting** at 8 o'clock and I was already late.*

- We use *was going to* to talk about plans in the past that we still haven't carried out or that we no longer intend to carry out:
  *I **was going to** phone you but I forgot.*
- We can use *I was thinking...* to introduce vague future plans:
  *I **was thinking** of going to London this weekend.*

3 USING PAST CONTINUOUS FOR POLITE REQUESTS

We often use Past Continuous to introduce polite requests, suggestions or inquiries so that they become more an invitation to discuss the subject than a demand for a yes or no answer:

*I **was thinking** – would you mind swapping seats?*
*I **was wondering** if you wanted to go out this evening.*
*Were you **looking for** anything in particular?*

watch out!

Note we can't use *I was thinking* with *whether* or *if*:

✗ ~~*I was thinking whether you'd like to come round to my place for coffee?*~~
✓ *I **was thinking** – would you like to come round to my place for coffee?*
*I **was wondering whether** you'd like to come round to my place for coffee?*

4 CONTINUOUS INFINITIVES

Verb and other structures that can be followed by a *to*-infinitive can also be followed by a Continuous infinitive to emphasise that something is still continuing or is temporary:

*It's ridiculous for him **to be driving** in central Athens at his age.*
*Several cyclists are thought **to have been taking** drugs during the race.*

5 PERFECT CONTINUOUS PASSIVE

The Perfect Continuous passive is very uncommon because it involves two forms of *be*:

*The Botley Road **has been being widened** for the past six weeks.*

? check

Match the example sentences (1–5) with the explanations (a–e) of the uses of the Continuous.

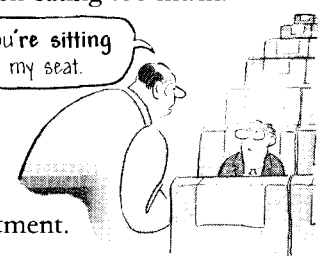
1 I was going to try to finish this this evening.
2 I was wondering whether you'd thought of going to see that new film?
3 He was blinking rapidly in the unaccustomed sunlight.
4 I was thinking of meeting Suzette later.
5 I've been thinking a lot recently about your idea.

a repeated action
b plans you no longer have or are no longer sure about
c vague future plans
d polite suggestion
e emphasising the continuing activity

Practice

1 Tick (✓) the correct sentence, a or b.

Example: Which sentence would be said after one particular meal?
a I've eaten too much. ✓ **b** I've been eating too much.



1 Which sentence refers to a temporary situation?
a That lamp sits on that table over there.
b You're sitting in my seat.
2 Which activity is probably not completed?
a I've been writing this essay all evening.
b I've written to him asking for an appointment.
3 Which is a gradual process?
a The increase in traffic noise is becoming a real nuisance.
b John becomes President of Oxford Rotary Club in July.
4 Which would you say when you look out of the window early one morning?
a It's been raining. **b** It was raining.
5 Which is a more certain plan?
a I was thinking of spending the weekend at my sister's.
b I'm planning to spend the weekend at my sister's.
6 You saw a colleague waiting for a bus on your way to work. Which would you say to your other colleagues when you get to the office to explain why she was there?
a She might have gone to see her dentist.
b She might have been going to see her dentist.

2 Tick (✓) the most suitable underlined verb. Sometimes both may be possible. The first has been done for you.

I don't normally go to the cinema. Not because I don't like it but because it's just a habit I have never got into. However, on this occasion I decided (✓) / was deciding to go because my friends had been constantly going / had constantly gone (1) on about this film all week and eventually wore me down. It starred / was starring (2) some ephemeral Hollywood actor whom I had vaguely heard of but couldn't put a face to. We got to the cinema early to find people were already waiting / already waited (3) outside which suggested that my friends weren't the only ones who thought it was worth seeing – although I could still think of several other things I would rather having been doing / do (4) at that moment.
In the end, the film turned out / was turning out (5) to be not half as bad as expected, though I would have preferred / would have been preferring (6) something with a bit more action. The plot centred on two men who were planning to carry out some immensely complicated robbery, though what they completely failed to realise / were completely failing to realise (7) was that all the time their plans were being closely monitored / were closely monitored (8) by the police. Somewhat unpredictably, however, they got away with it because they changed / were changing (9) their plans at the last minute. It was okay but I'm not thinking / I don't think (10) of going again.

3 Match the questions (1–8) with suitable answers (a–h).

1 Why didn't you call?
2 When do you think they'll be here?
3 Why did they look so hot and sweaty?
4 Why couldn't we use the rooms?
5 Why are they so exhausted?
6 Why didn't the students respond?
7 Why were they apprehended?
8 What time are they setting off tomorrow?

a They could be arriving at any moment.
b I think they'd been working out in the gym.
c They must have been doing something wrong.
d I was going to, but I clean forgot.
e They weren't listening.
f Well, they hope to have been driving for five hours by lunchtime.
g They were being cleaned.
h They've been working all day up in the attic.

4 Write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: My original intention was to drive all the way. **going**
I was going to drive all the way.

a It occurred to me that you might like to come round this evening.
wondering .....
b Our arguments over politics go back years.
arguing .....
c My son has finally come to accept that there's no such thing as a free lunch.
dawning .....
d Who is the organiser of this event?
running .....
e I think he's at last beginning to agree with me.
round .....

SECTION 4

The future

1 WAYS OF REFERRING TO THE FUTURE

The following table summarises the different structures we use to talk about the future.

Form	Example	Meaning
will	*I'll just go and get my coat.*	= an immediate decision about what you are going to do
will	*You'll be sick if you eat more chocolate.*	= a general prediction
be going to	*I'm **going to** stop in a minute.*	= a personal intention
be going to	*Look out! We're **going to** hit the car in front.*	= a prediction after looking at what is happening now
Present Continuous	*We're **going** to the café. Won't you join us?*	= fixed plans / arrangements
Present Simple	*The coach **leaves** in ten minutes.*	= an unalterable arrangement or fact
will + **Continuous**	*Don't phone too early because I'll **be putting** the baby to bed.*	= an action that will be in progress some time in the future
will + **Continuous**	*We'll **be working** on this until the end of the year.*	= an activity that will be happening during a period in the future
will + **Continuous**	*I'll give your letter to him – I'll **be seeing** him later.*	= an action that will happen because it is regular or decided
will + **Perfect**	*We'll **have driven** over five hundred miles by the time we get there.*	= an event that will be finished before a specified time in the future
will + **Perfect Continuous**	*We'll **have been living** here for ten years next May.*	= a state of affairs in progress for a period up to a specified time in the future
be + ***to*-infinitive**	*He **is to be** given an award.* *You're **to stay** here until you've apologised.*	= an official arrangement or order

- We use *shall* with *I* or *we* with the same meaning as *will*. However, it is becoming increasingly formal – its most common current use is in polite offers or to ask advice (see Unit 3, Section 1.1):
  ***Shall I open** the door for you? What **shall we do** now?*

2 *WILL* IN TIME CLAUSES AND *IF*-CLAUSES

We omit *will* in time clauses after *when, as soon as, until, before,* etc:

*I'm not going to speak to her until she's **apologised**.*

However, with conditional clauses (after *if, unless, providing,* etc.) we can use *will*, but only:

- when we want emphasis and *will* makes an intention or promise stronger:
  *If you **will** insist on the best, then you must expect to pay more for it.*
- in polite requests – *will* means 'be willing to':
  If you'll hold these bags for me, I can open the door.
- We use *would* instead of *will* in reported speech and conditionals:
  *They promised they **would work** on it all weekend.*
  *Harry asked me if I **would** help him out.*

3 COMMON PHRASES

*I'm **(just) about to** go out.* (= in a very short time)
*We **were on the point of** leaving when the bell rang.*
*We're **due to** meet in half an hour.*

? check

Match the examples with the meanings in the table.

a Are you going to the match tomorrow?
b Are you going to go out this evening or not?
c My driving licence expires in 2030.
d I've had enough. I'll finish this tomorrow.
e We'll be sending you more details in the post.

Practice

1 Tick (✓) the most appropriate of the underlined words.

a She looks very pale. I think she'll / she's going to faint.
b I'll / I'm going to do that for you, if you like.
c I'll be / I'm going to be a rocket scientist when I grow up.
d 'Somebody's at the door.' 'I'll / I'm going to see who it is.'
e I need to be home early today so I leave / am leaving at 4.00.
f We'll be in plenty of time providing the traffic is not / will not be too bad.
g She asked if I would / will be so kind as to give her a lift.
h What sort of job do you think you will do / will be doing in a few years time?
i By the time you get back, all the food will have gone / will go.
j The two Prime Ministers are to / shall discuss the current economic crisis.

2 Fill each of the numbered gaps in this passage with one suitable word.

'Remember that by the terms of the contract you are due (1) to leave before midday,' the voice said.

'Yes. Yes, I know. I was ..... (2) about to pack when you rang.'

'Midday,' the voice repeated.

'I know. As I said, I was on the ..... (3) of leaving – packing, then leaving.'

'That is ..... (4) you want to pay for another week,' the voice continued.

'No. No, I'll ..... (5) out by twelve,' I stammered.

'It does say very clearly on your door that all guests are ..... (6) vacate their rooms by midday,' the voice went on, quite unnecessarily, I thought.

'Look. I've told you,' I shouted, 'I'll have ..... (7) before the clock strikes twelve! I'm ..... (8) in less than fifteen minutes. The flies, ants and cockroaches will soon ..... (9) partying in a punctually vacated apartment. Have no fear.'

'Kindly remember that the new occupants ..... (10) in at ...'

'I know! Midday!' I screamed, and threw down the phone.

3 Fill each of the gaps in the following sentences with a suitable word or phrase.

Example: I was just about *to have* a cup of coffee when Sue called.

a He was ..... resigning when the news of his promotion came through.
b Our builder told me he ..... best to get the materials as soon as he could.
c I think we'd better leave this restaurant as soon ..... the bill.
d If that little boy carries on like that, he ..... accident before long.
e By the time I qualify, I ..... law for six years.
f Our company is ..... over by a multi-national.

4 A word is missing from most of the numbered pairs of lines in the passage. Mark the place with a line /, and write the missing word on the right. If a pair of lines does not need a word added, put a tick (✓). The first two have been done for you.

Despite all the lessons we have learned from history, ✓
it is difficult to conceive what people are likely / be doing to

1 a hundred years / now. During this century, so many changes have .....
2 taken place that any idea as to what new invention is about become .....
3 an integral part of our lives has become more of a guessing game .....
4 than ever. For a start, in ten years' time, today's .....
5 innovations will probably have out of date. .....
6 There / little doubt that many of our habitual, taken-for-granted .....
7 activities such as shopping and going to school will disappeared by .....
8 the year 2100, largely due to the growth of electronic media. But what .....
9 we have little idea about is how this affect our personal relationships. .....
10 Or rather, not ours as this will be long after we left this earth. What .....
11 concerns us is how our great-great-grandchildren / be living. .....
12 Will people still / talking to each other face to face, or .....
13 only via computers? Will they still be able to find a friendly shoulder .....
14 to cry on when they feeling low? In the long run, who knows? .....

Unit one

Vocabulary

SECTION 5

Stative verbs

1 NOT NORMALLY USED IN THE CONTINUOUS

Some verbs are not normally used in the Continuous. They describe states that stay the same rather than actions or events that change. The most common stative verb is *be*. Others include:

- emotional states (e.g. *love, doubt, care*), and senses (e.g. *smell*):
  I only ***want*** *to ask you a simple question.*
  Do you ***prefer*** *to travel by bus or by train?*
- mental processes (e.g. *believe, feel, remember*):
  Do you ***realise*** */* ~~***Are you realising***~~ *what they're doing?*
  I ***suspect*** */* ~~***am suspecting***~~ *we're not making as much profit as we should. I* ***understand*** */* ~~***am understanding***~~ *everything you're saying.*
- verbs that describe a sense of permanence because they are not actions:
  How many cars ***does*** */* ~~***is***~~ *your family* ***own*** */* ~~***owning***~~*?*
  I think what we ***need*** */* ~~***are needing***~~ *for the trip* ***depends*** */* ~~***is depending***~~ *on the weather. Who* ~~*is*~~ */* ***does*** *this book* ~~***belonging***~~ */* ***belong*** *to? This dress* ***fits*** */* ~~***is fitting***~~ *me perfectly. What* ~~***is***~~ */* ***does*** *that lorry* ~~***containing***~~ */* ***contain***?
- We use *can* or *could* with *see, hear, taste, smell, understand* and *remember* to describe what is or was happening at the time:
  That's strange: I ***couldn't smell*** *anything burning when I went to bed last night.*

1 Tick (✓) the verbs underlined below if they are stative.

a The summary included all the main points contained in the article.
b In my opinion she deserves all the criticism she gets.
c I prefer to use my old computer at home to the ones at work.

2 WHEN STATIVE VERBS CAN BE USED IN THE CONTINUOUS

We can use some stative verbs in the Continuous:

- when they have an active meaning:
  I'm ***tasting*** *this to see if there is enough salt.*
  She's ***being*** *rather obstinate at the moment.*
- when they emphasise change or development:
  More schools ***will be including*** *Shakespeare on their syllabuses.*
- Sometimes using Simple or Continuous involves a change in meaning:
  I'm ***thinking*** *about going to see Hamlet.* (= trying to reach a decision) *I* ***think*** *Shakespeare's brilliant.* (= my opinion)
  I'm ***seeing*** *her later.* (= I have an appointment)
  I ***see*** *what you're on about.* (= I understand)
- We use verbs that refer to physical feelings (e.g. *hurt, ache, feel*) in the Simple or Continuous with little or no difference of meaning:
  My head ***aches*** */* ***is aching***. *How* ***are*** *you* ***feeling*** */* ***do*** *you* ***feel*** *now?*

2 Tick (✓) if the verb forms in these sentences are acceptable:

a I think I'm now recognising the extent of the task – we have taken on.
b Shakespeare's plays are involving a relatively small number of female parts.

watch out!

A small group of verbs with meanings related to mental activity, e.g. *admit, agree, deny, promise*, etc., act like stative verbs. We don't use them in the Continuous except for emphasis:
Are you actually ***denying*** *that you took my pen?*

Practice

1 In the following pairs of sentences decide if one or both are acceptable. Tick (✓) those that are and put a cross (✗) by those that are not.

Example: I'm owning over 200 CDs. ✗
I own over 200 CDs. ✓

1 **a** I'm not liking ice-cream.
  b I don't like ice-cream.
2 **a** The verdict depends on whether the jury believed the key witness.
  b The verdict is depending on whether the jury believed the key witness.

3 **a** I can see somebody moving in the trees over there.
b I keep seeing somebody moving in the trees over there.
4 **a** He is believing that aliens kidnapped his daughter.
b He believes that aliens kidnapped his daughter.
5 **a** She has a baby boy.
b She's having a baby boy.
6 **a** Are you still feeling sick?
b Do you still feel sick?
7 **a** I've been thinking about you for some time.
b I think about you all the time.
8 **a** This box is containing all the relevant documents.
b This box contains all the relevant documents.
9 **a** He's an idiot.
b He's being an idiot.
10 **a** Understanding how to use the computer is essential in this job.
b I understand how to use computers and so I can do this job.

2 Decide whether the underlined verbs are in the best tense. Tick (✓) those that are acceptable and correct those that are not.

Topic: Describe someone you like or dislike

I don't like to admit to disliking anyone, but I have to confess that there is one of my classmates who I am particularly disliking (1). We have studied (2) together in the same class for the last few years and I begin (3) to feel that I have been having (4) enough. It's not that he is an unpleasant person, in fact in other circumstances I am feeling (5) sure that we would get on fine. It is just that when you have sat (6) next to someone for so long in such an artificial environment as a classroom, you find (7) that the smallest thing can start to get on your nerves. I thought (8) about this only the other day after the person in question – let us call him George, though that is not his real name – had been trying (9) to help me with an exercise in our text book. I was realising (10) immediately that he really wasn't knowing (11) what he talked (12) about. This was not a problem but what annoyed (13) me was the fact that he refused (14) to listen to my explanations. The exercise was consisting (15) of reading a text and answering questions on it and I am not thinking (16) that he had been reading (17) the text. I didn't know what to say. I was going to tell (18) him to stop being so stupid but that would have been sounding (19) rude. So in the end I just sat (20) and said nothing.

3 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence but using the word given. This word must not be altered in any way.

Example: I may go to work overseas.
thinking *I'm thinking of going to work overseas.*

a I was wondering whether to ask Richard to help me out.
suppose .....
b Reading between the lines, I think the honeymooners are enjoying themselves.
sounds .....
c I can't possibly finish this work without your help.
depending .....
d The new receptionist certainly has plenty of confidence.
lack .....
e My young niece was always tired because she was found to be without enough iron.
lacking .....

4 Tick (✓) the word or phrase that best completes each sentence.

1 After so many years, it is great to see him ..... his ambitions.
a get **b** realise **c** possess **d** deserve
2 The review committee ..... three practising lawyers and a retired businessman.
a consists **b** comprises **c** is made up **d** encloses
3 Don't worry: this is nothing that ..... you.
a matters **b** entails **c** concerns **d** complicates
4 As always, I am ..... with everything you say.
a agree **b** agreeing **c** agreeable **d** in agreement
5 I ..... doubt whether he will actually carry out his threats.
a highly **b** deeply **c** absolutely **d** seriously
6 It may be raining, but I'm ..... enjoying myself.
a thoroughly **b** highly **c** extremely **d** desperately
7 I ..... hope there won't be a repetition of these unfortunate events.
a deeply **b** strongly **c** sincerely **d** thoroughly
8 That voice sounds .....: I'm sure I know her.
a known **b** usual **c** familiar **d** remembered
9 He finally got the reward he so richly ..... .
a owes **b** earns **c** deserves **d** justifies
10 What happens next ..... entirely on you.
a depends **b** revolves **c** trusts **d** relies

SECTION 6

Collocation: an introduction

1 WHAT IS COLLOCATION?

Words that occur together frequently 'collocate'. Words that don't collocate never occur together. If we try, they sound unnatural and wrong:

✘ ~~*Time speeds / travels / rides / moves.*~~ (= they don't collocate)

✓ *Time flies / goes by / wears on / passes.* (= they collocate)

- There are no rules we can use to learn collocations. There is often no logical reason why some words are possible and others are not:
  We can talk about ***an academic year.*** (but not ~~***a studying year***~~) *Discussions can be* ***productive*** *or* ***fruitful.*** (but not ~~*prolific*~~)
- We learn a collocation by discovering it, learning it and using it – in the same way as other vocabulary.

2 FIXED COLLOCATIONS

In 'fixed' collocations, particular words occur together, and the combination has a special meaning. Other words are not possible and so we can learn these compounds and common phrases as a combination of words. We can also think of idiomatic expressions and dependent prepositions as types of collocation:

I had to go on ***a crash course*** *to learn Spanish. The children arrived* ***safe and sound.*** *My boss usually arrives at 8 o'clock* ***on the dot.*** *I'll be back* ***in a flash.***

- We can sometimes choose between fixed collocations that mean the same thing:
  She was back ***in a flash*** or: *She was back* ***(as) quick as a flash.***
- Fixed collocations can be changed by using different grammatical forms or making additions:
  You're in danger of ***pricing yourself out of the*** *property* ***market.*** *I want you back here* ***on the*** *precise* ***dot*** *of eleven. Will they* ***honour their*** *election* ***pledges?***

1 Circle the only word that completes the fixed collocation in this sentence.

Please arrive in ..... time for the meeting.

a fine **b** great **c** best **d** good

3 OPEN COLLOCATIONS

In 'open' collocations, we can choose from a limited set of words to combine with another word. We need a full understanding of the meanings of individual words, but there is often no logical reason why some words collocate and others don't:

We can talk about ***a fragile peace,*** or ***an uneasy peace.*** (but not ~~***a tender peace***~~, ~~***an unsteady peace***~~ or ~~***a weak peace***~~)

- Sometimes choosing which collocation to use depends on the position of the word in the sentence:
  We may ***agree unconditionally,*** *but we don't normally* ~~***unconditionally agree.***~~

2 Circle any words we can combine with *timing* in this sentence:

The police arrived with ..... timing just as the gang were leaving the bank.

a best **b** perfect **c** immaculate **d** total **e** exquisite

4 GRAMMATICAL FORMS

- adjective + noun: *I remember my* ***formative years.***
- adverb + adjective: *I'm* ***hopelessly addicted*** *to coffee.*
- noun + noun: *The government have just unveiled their* ***policy review.***
- verb + noun: *We will* ***honour*** *our* ***pledge*** *to reduce unemployment.*
- dependent preposition: *Personally, I think they should be* ***ashamed of*** *themselves.*
- part of a longer phrase: *It's always interesting* ***to delve into the past.***

3 Circle the word which fills the gap.

1 People were ..... moved by the photographs in the newspapers.
a genuinely **b** totally **c** earnestly **d** lovingly

2 Nothing you say will make a ..... of difference to my decision.
a fragment **b** scrap **c** gram **d** grain

3 Paul is a real introvert in contrast ..... his brother Andrew.
a with **b** by **c** to **d** against

Practice

1 Underline the words (a or b) **that collocate in these sentences.**

1 There's a time ..... for completing this task.
a barrier **b** limit

2 Wine growers in Bordeaux recorded a ..... harvest this year.
a bumper **b** boom

3 I'd better ..... you on the latest developments.
a update **b** acquaint
4 I recall learning about such things in the ..... and distant past.
a dark **b** dim
5 1989 was a ..... year for Europe.
a monumental **b** momentous
6 They all ..... watches before setting off in different directions.
a standardised **b** synchronised
7 I ..... agree with everything you said.
a whole-heartedly **b** unconditionally
8 I'm satisfied ..... your progress so far.
a for **b** with
9 I think her performance was ..... affected by the behaviour of the crowd.
a adversely **b** wrongly
10 I'm ..... committed to the idea of equality of opportunity.
a lovingly **b** passionately

2 Put one of the following words in each of the sentences below.

next *time-consuming* *matter* *surely* *twinkling* *nick* *immemorial* *kill* *long-standing* *time*

1 Let's leave it at that for the ..... being and continue tomorrow.
2 Slowly but ..... the band is becoming more and more popular.
3 In the ..... of an eye the swindler had vanished, never to return.
4 In ..... to no time they had become the best of friends.
5 The Whittington family have lived there since time ..... .
6 I arrived in the ..... of time to prevent a potential disaster.
7 I wandered around the city centre to ..... time before my appointment.
8 Cooking good French food can be a very ..... job.
9 They had a ..... agreement to keep each other fully informed of developments.
10 In a ..... of minutes the whole building had been razed to the ground.

3 In the following text, circle the underlined word that collocates with those around it.

For the past eight years or so, Lecturer in Zoology Tim Guilford and his colleagues have spent / used (1) a lot of time anxiously scrutinising / scanning (2) the horizon, stopwatch in hand, waiting for the return of a pigeon to the loft at the University Field Station in Wytham. The research is devoted / allocated (3) to understanding the clues that pigeons use to enable them to navigate around their home land / territory (4). The experiments involve releasing / discharging (5) pigeons from a variety of sites up to 35 kilometres away, and measuring how long it takes them to get home / go home (6) under different conditions. They are not studying the pigeon for what it's traditionally famed in / for (7), which is its navigation abilities from unfamiliar areas. Rather, it seems there is a huge space / gap (8) between what we know about birds and other large vertebrates migrating over very long distances, and what we know about how rats and birds get their bearings / positions (9) in small areas. It seems we do not know much about what most animals fill / pack (10) their time with – that is, finding their direction / way (11) around their familiar area in relation to each other and to home.

4 Underline the word or phrase that best completes each sentence.

1 The team won the championship four years ..... .
a running **b** passing **c** following **d** rotating
2 I still see my old classmates now and ..... .
a occasionally **b** then **c** sometimes **d** here
3 My watch seems to be ..... several minutes a day.
a forwarding **b** gaining **c** progressing **d** moving on
4 I'm afraid I'm really ..... for time at the moment.
a hurried **b** short **c** pulled **d** pressed
5 This iniquitous system of taxation is unlikely to change in the ..... future.
a far **b** close **c** predictable **d** foreseeable
6 The music increases in ..... towards the end of the movement.
a tempo **b** time **c** rhythm **d** beat
7 He was wounded in the ..... stages of the battle.
a closing **b** middle **c** intermediate **d** end
8 The performance will start ..... on six.
a exactly **b** punctually **c** dead **d** just

Exam practice 1

1 Finish each of the sentences in such a way that it is **as similar in meaning as possible to the sentence before it**.

a It's only after a few weeks that you begin to feel at home here.
You won't .....

b He's almost certain to leave before we do.
By the time .....

c Lucas was last heard of a week ago.
Nobody .....

d Theo is the most infuriating person I've ever met.
I've yet .....

e Never before have I seen Anita with her hair in such a mess.
This is .....

f This type of car used to sell very well before the more modern 306 was produced.
Since .....

g It appears that they sent us the wrong information.
They .....

h It seems we made a mistake.
We .....

i The President clearly felt the ministers he sacked had not acted swiftly enough.
The ministers sacked .....

j I'm glad I got out of there: it was hell.
I'm glad to .....

SCORE

2 Fill each of the blanks with a suitable word or phrase.

a Our train ..... if we don't get to the station soon.

b By next month we ..... paying for the car.

c He is thought ..... deeply depressed at the time, but recovered later.

d As soon as he came through the door, he realised ..... to the wrong room.

e This isn't the first time people ..... aback by his behaviour.

SCORE

3 Fill each of the numbered blanks with **one** suitable word.

Many towns and cities around the world ..... (1) up a particular image or memory as soon as they ..... (2) mentioned, whether it is due to a catastrophic earthquake that shattered it, an aeroplane that came down just outside it, or a madman with a gun ..... (3) amok through the streets in the dim and ..... (4) past. Glastonbury is now established as ..... (5) to this group. 'Have you been to Glastonbury?' will rarely be a query as to whether you have ..... (6) passed through the town on your travels. Almost certainly it will be a reference to the twenty-odd-year-old Festival of Music whose home it is. What is ..... (7) in the media as 'an instant town the size of Oxford' appears there for three days in late June and ..... (8) inhabited by around 100,000 people, most of whom will have ..... (9) up to £100 a ticket for the privilege.

In the last year or so, a sometimes quite heated argument has .....(10) out along the lines of 'Are you too old for Glastonbury?' As we milled yesterday amongst the crowds, opinion seemed evenly divided. Never ..... (11) been to such a festival before, 17-year-old Nathalie Worsnip failed to see why 40-somethings who ..... (12) had their day should spoil things for people like her who ..... (13) going to Glastonbury for the first time. She suspected the former would be '..... (14) like mad for middle-aged has-beens' and ignore up-and-coming young bands who had ..... (15) to break into the big time. On the other hand, reformed hippie and university lecturer, David Stone, pointed out that it was his generation who had ..... (16) Glastonbury on the map. There had ..... (17) nothing like it before, and he failed to see why they could not follow through what they had ..... (18) in the late seventies. The Festival's future and its ethos seem uncertain. Will grandfathers still ..... (19) attending in ten years' time, or will they ..... (20) been banned in the interests of today's (and tomorrow's!) music?

SCORE

4 Circle a letter **A**, **B**, **C** or **D** that best fills each numbered gap.

As time ..... (1), the power of newspapers seems to be on the ..... (2). This is odd because in the relatively ..... (3) past people were predicting that the influence of the written word would diminish in ..... (4) proportion to the rate of increase of the spoken word and moving image through TV and video. The Internet, cable and satellite television, Teletext and multi-media computers in ..... (5) other home should surely have ..... (6) for newspapers by now, particularly alongside a perceptible resurgence in the audiences for news-carrying radio stations. How have these organs survived, let alone ..... (7), particularly on a Sunday? Why do people who have seen a football or tennis ..... (8) live or on the small screen rush the next day to read a ..... (9) version of it in four or five columns which surely cannot mean more to the reader than that self-same viewer of the previous afternoon or evening? Why would anyone who has seen a film and formed a ..... (10) impression of it the following day read a review of the ..... (11) film in a newspaper? To see if s/he is right? Isn't that what friends are for? Don't we have colleagues for just that purpose – to see if our ideas on any ..... (12) song, film or programme tally with others'? What is this product that ..... (13) of not much more than outrageous headlines, wayward comment, subjective editorials and hyperbolic sports pages still doing in our lives? It seems for the time ..... (14) to be leading a charmed life. When it finally goes, though, many may come to mourn its ..... (15).

1	**A** flies	**B** passes	**C** goes	**D** drags
2	**A** increase	**B** rise	**C** expansion	**D** build
3	**A** latest	**B** distant	**C** immediate	**D** recent
4	**A** exact	**B** direct	**C** precise	**D** equal
5	**A** all	**B** any	**C** every	**D** one
6	**A** done	**B** gone	**C** stood	**D** set
7	**A** flourished	**B** bloomed	**C** flowered	**D** rooted
8	**A** game	**B** set	**C** match	**D** meeting
9	**A** curtailed	**B** cut	**C** reduced	**D** potted
10	**A** vivid	**B** coloured	**C** bright	**D** direct
11	**A** above-mentioned	**B** aforesaid	**C** latter	**D** previous
12	**A** given	**B** taken	**C** subjected	**D** written
13	**A** comprises	**B** contains	**C** consists	**D** informs
14	**A** out	**B** being	**C** given	**D** present
15	**A** perishing	**B** dying	**C** falling	**D** passing

SCORE

TOTAL SCORE

Unit two

Passives

Entry test

1 Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.

a The car completely destroyed my motorbike.
My motorbike .....

b Second prize was awarded to an unknown author from Patras.
An unknown author from Patras .....

c The judge refused him permission to appeal against the decision.
He .....

d Blur have earned several million pounds from their new album.
Blur's new album .....

e They suggested we try a new method of checking how much we were spending.
We .....

SCORE

FOR OBJECTS AND AGENTS WITH THE PASSIVE, SEE SECTION 1.

2 Fill in each of the blanks with a suitable word or phrase.

a My proposals were rejected and I was ..... back down.

b I think he needs ..... told to keep his nose clean.

c The problem was ..... been told where the fire escapes were.

d His son is believed ..... kidnapped by separatist guerrillas.

e Under the old proposals, candidates were ..... been given an extra 15 minutes to complete their papers.

SCORE

FOR INFINITIVES AND *-ING* FORM PASSIVES, SEE SECTION 2.

3 Fill the blanks with a suitable word or phrase.

a The video machine is behaving strangely but we're ..... fixed next week.

b The lights keep flickering: we must ..... to look at the wiring for us.

c Ian's not the easiest person to get on with; that's something you'll have ..... to.

d I ..... car broken into the other day and the radio stolen.

e Elderly people can get ..... in by conmen going from house to house.

SCORE

FOR STRUCTURES WITH *GET* AND *HAVE*, SEE SECTION 3.

4 Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.

a Leaving that dress in the sun has made it fade.
That dress .....

b We watched the men sail the boat into the harbour.
We watched the boat .....

c I dropped the glass and cracked it.
The glass cracked .....

d I added flour to the sauce and thickened it.
The sauce .....

e They're selling a lot of copies of that new single.
That new single .....

SCORE

FOR TRANSITIVE TO INTRANSITIVE WITHOUT USING THE PASSIVE, SEE SECTION 4.

TOTAL SCORE

OVERVIEW

1 FORM OF THE PASSIVE

We form the passive using *be* in an appropriate tense or form + the past participle of a transitive verb:

A small sum of money ***was stolen*** *from the cash box.*
They ***ought to have been punished*** *more severely.*
Having been beaten *in the semi-final, she flew home* ***the next*** *day.*

- In spoken English, we sometimes use *get* instead of *be* in the passive:
  They got told off *for making so much noise.*
- However, *get* + *-ed* is more common with an active meaning similar to 'become' in phrases like *get dressed, get married,* etc. (See Section 3.2).

2 REASONS FOR USING THE PASSIVE

In English, the topic or subject matter is commonly at the beginning of the sentence, and new information about the subject is normally at the end. In an active sentence, the 'agent' (the person or thing that performs the action) usually comes first and is the subject of the sentence:

Subject (Agent)	Action	Result
Olympiakos	*scored*	*the first goal.*

This active sentence is principally about Olympiakos.

- In the passive, the result or thing affected by the action comes first and is the subject of the sentence:

Subject (Result)	Action	Agent
The first goal	*was scored*	*by Olympiakos.*

This passive sentence is principally about the goal.

We choose between active and passive because of the topic we are talking about, especially when reporting information. An English newspaper, assuming its readers are interested in the England football team, makes the England team the topic. It is likely to report:

England have been beaten by Germany *in a penalty shoot-out.*

A German newspaper, more interested in their own national team, is likely to report:

Germany has beaten England *in a penalty shoot-out.*

Other reasons for using the passive include:

- the agent is unknown or obvious (see also Section 1):
  I ***was born*** *in 1982.*
  Coffee ***will be made available*** *after the meal.*
- the agent is 'people or things in general':
  Some verbs ***cannot be used*** *in the Continuous.*
- the agent is a long phrase:
  Helen was surprised ***by all the messages of sympathy that she received.***
- avoiding references to ourselves and making a statement impersonal:
  We ***can't*** *possibly* ***complete*** *this work overnight.*
  becomes: *This work* ***can't*** *possibly* ***be completed*** *overnight.* (= the work is the problem, not us)
- avoiding 'you' in orders and rules:
  You must give in your application before the end of the week. becomes: *All applications* ***must be given in*** *before the end of the week.*
- in factual writing when the focus is usually on events, achievements, etc. rather than agents:
  Vaccination ***had been pioneered*** *two hundred years earlier.*

watch out!

- Not all *be* + *-ed* forms are passive. They may be adjectives:
  I ***was worried*** *we would be late because of the traffic.*
- We avoid passive constructions with *be being* or *been being,* although they sometimes occur in spoken English:

  Avoid: ~~*The road will have been being repaired for months.*~~
  ✓ *They* ***will have been repairing*** *the road for months.* or: *The road* ***will have been under repair*** *for months.*

SECTION I

Agents and objects with the passive

1 THE AGENT

Not mentioning the agent

In most passive sentences we have no interest in who or what performs the action. We are interested in the action itself, who or what is affected by the action, or what is the result of it (see Overview). In fact, only about 20% of passive sentences mention the agent:

*That window **has been broken** again!*

Mentioning the agent

We mention the agent when we think the information is important, especially if we want to say more about it, for example with a relative clause:

*I remember **being taken** to the fair **by my father**, who rarely showed any interest in such things.*
*The survivors **were picked** out of the water **by a cruise liner** which had heard their distress call.*

- The agent is usually introduced with *by*
(See Section 6.3 for prepositions after passives).

2 VERBS WITH TWO OBJECTS

Verbs that have two objects (usually a person and a thing) in the active usually have two passive forms because either of the objects can become the new subject:

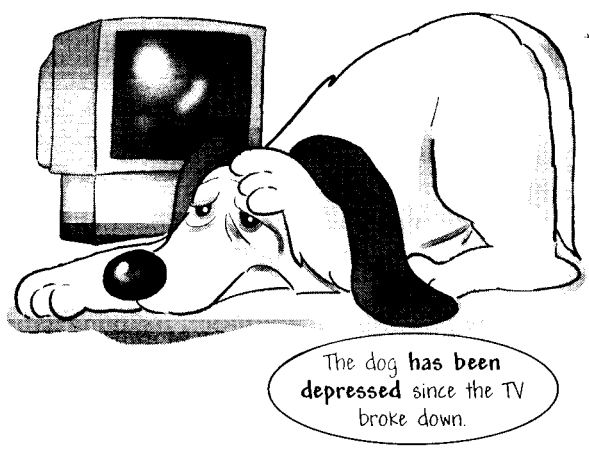
*They gave **the award** to **an unknown actress.***
(= active)
***The award** was given to an unknown actress.*
(= passive)
***An unknown actress** was given the award.*
(= passive)

- We usually add a preposition before the personal object. The preposition is usually *to*, but we sometimes use *for*:
*A note **was handed to** the minister.*
*A slice of cake **was cut for** him.*
- However, some verbs, e.g. *allow, ask, cause, forgive, deny*, don't normally take a preposition before the personal object:
*Permission **was refused** him.*

3 VERBS WITH LIMITED USE IN THE PASSIVE

We can't use some verbs as freely in the passive as others.

- We can't use intransitive verbs in the passive because they don't have an object that can be changed into the subject:
✗ ~~*The Tasmanian tiger **was died out** early this century.*~~
✓ *The Tasmanian tiger **died out** early this century.*
- Some verbs, e.g. *suggest* and *explain*, can't change the indirect object to subject:
✗ ~~***He was explained** the procedure.*~~
~~***We were suggested** a new time.*~~
✓ *The procedure **was explained to him.***
*A new time **was suggested for us.***
- Some verb phrases with two objects can't be passive at all:
I bear him no ill will.
*The book **earned him a fortune.***
*Let me **wish you luck.***
- Some verbs are followed by two nouns, but the second is not really an object. We can see this if it is replaced by an adjective:
*They declared **him President.***
He** was declared **President.
*The doctor declared **him dead.***
*He was declared **dead.***



? check

Correct the following sentences.

a Man and wife they were pronounced.
b I was explained what I had to do.
c His previous misdemeanours were forgiven to him.
d He was earned a lot of money from his betting.
e We were suggested a good restaurant for lunch.

Practice

1 Fill each of the gaps in the following sentences with one of the passive verb phrases below.

is deemed could soon be fitted were charged has been held has finally been elected is expected being caused to be printed is auctioned being considered

a High-tech 'leg-irons' ..... on violent suspects arrested by the police, under plans ..... by chief constables.
b Last week, police in Scotland called for the introduction of leg-restraints following concerns about the number of injuries ..... during struggles in the back of police cars and vans.
c Four people ..... last night with public disorder offences after officers mounted dawn raids on suspected football hooligans.
d Hugh Hefner, founder of 'Playboy', ... to the American Society of Magazine Editors' Hall of Fame.
e A first edition copy of Chaucer's 'Canterbury Tales', the first book ..... in England, ... to raise at least £500,000 when it ..... in July.
f A British woman released early from an attempted murder sentence in the Unites States – a charge which she has always denied – ..... in prison because she ..... an illegal immigrant.

2 Add the appropriate extra information (a–e) **to the passive sentences** (1–5).

1 The news was leaked to the press by the minister ...
2 The minister was attacked by protesters, ...
3 I remember being sent a letter by a man in America ...
4 The winning goal was scored by Fausto Ferrini ...
5 A man was run over by a car, ...

a in his first appearance for the club.
b who had waited outside the building all day to voice their opposition to the policies.
c in a deliberate attempt to boost his popularity.
d who complained my article was prejudiced against his country.
e which witnesses said was being driven at very high speed.

3 Where possible, rewrite each of the following sentences in two different ways, using a different subject each time. Some sentences may be rewritten only one way.

a The police showed the victim a picture of the suspect.
b People used to sell the tourists fake antiques.
c Why didn't they offer the customers a refund?
d They didn't guarantee every participant a free lunch.
e They reported the incident to the police.
f People suggested to us that the Internet would be a good source of information.
g They promised us full compensation if the scheme fell through.
h The referee declared the boxing match a draw.
i We'll give the new members of staff all the help they need.
j The incident earned him the reputation of being unreliable.

4 Fill each of the numbered blanks in the following passage with one suitable word.

Twenty-four hours after arriving in the country, I ..... (1) told to leave. The security police, the country's largest employer, came to my hotel, politely asked me what I thought of the city and then recommended that I leave on the morning plane. I asked them why I was ..... (2) expelled and they said it was not a question of my being ' ..... (3) out', they were simply recommending that I leave. I refused and the problems started. My passport and plane ticket ..... (4) stolen from my room after my key 'disappeared'. The police shrugged their shoulders and decided not to interview the leather-jacketed youth who I ..... (5) been pressed up against in the lift. For three days I was ..... (6) by two not very secret policemen everywhere I went. I visited a fellow-journalist whose address I had ..... (7) given. He lived in a beautiful old house which would ..... (8) demolished the following year by the government to make way for a block of 'modern' flats. Everybody would be ..... (9) in it as soon as it was ready but where they would live in the meantime had not been ..... (10) out. Massive taxation was ..... (11) imposed on the people to pay for these supposed improvements. I went back to the hotel, still ..... (12) followed by the two policemen, and felt very depressed.

SECTION 2

Infinitives and -ing form passives

1 INFINITIVES AFTER CERTAIN VERBS

Make, see, hear, and *help* have different patterns in the active and the passive. In the active, the verb is followed by object + infinitive without *to*. In the passive, we use a *to*-infinitive:

Active	Passive
*I **heard him shout** at his brother.*	*He **was heard to shout** at his brother.*
*They've **made him promise** not to come before six.*	*He's **been made to promise** not to come before six.*

watch out!

Let* v. *allow

We can't use *let* in the passive when it is followed by a verb phrase. We use *allow*:

My parents let me do what I wanted. (= active)

✗ ~~*I was let to do what I wanted.*~~

✓ *I **was allowed to do** what I wanted.*

- But we can use *let* in the passive in phrases like: *The dog **was let loose**. I **was** badly **let down**.*

2 PASSIVE INFINITIVES

We form the passive infinitive of verbs by putting *to be* (sometimes *to get*) in front of the past participle:

Active	Passive
*There's so much **to do**.*	*There's so much **to be done**.*
*I've **got to write** this essay before Friday.*	*This essay has got **to be written** before Friday.*
*If I'm **going to do it** by then, I'd better get a move on.*	*If it's **going to be done** by then, I'd better get a move on.*

- We use Perfect passive infinitives to emphasise that something is or isn't completed (See also Unit 1, Section 2 Watch out!):
  *My new car was **to have been delivered** today but there was a problem with the paintwork.*

Active or passive infinitive?

- If the subject is the agent, the sentence is active and we use an active infinitive:
  *I've got so many library books **to return**.*
- If the subject is not the agent, we use a passive infinitive:
  *All systems are **to be checked** as soon as possible.*
- We can use some active and passive infinitives with the same meaning, especially after *There*:
  *There are so many rooms **to paint / to be painted**.*
- But, with *something, anything* and *nothing* + *to do* there can be a change in meaning:
  *There's **nothing to do** in the evenings.* (= we're bored) *I'm sorry, there's **nothing to be done**.* (= there's no action anyone can take)

3 REPORT VERBS

We often use report verbs, e.g. *claim, mention, request, point out*, with impersonal passive constructions. There are three main patterns:

***It's thought by the press that** the chairman earns too much. The chairman **is thought by the press to** earn too much. **There are thought to be** disagreements among senior ministers.*

- We often introduce a statement with *They say, think, believe*, etc. or *It is said... / One knows...*, etc. meaning 'People generally think, believe, etc. ...': ***It's thought that** carrots improve eyesight.* (= *Carrots **are believed** to improve eyesight.*)

4 PASSIVE *-ING* FORMS

We use passive *-ing* forms (*being* + *-ed*) and Perfect passive *-ing* forms (*having been* + *-ed*):

- after verbs that are normally followed by *-ing* forms (see Unit 15):
  ***I love being given** flowers. She recalled **having been taken** there when she was young.*
- as participles, usually with the meaning of 'because' (see Unit 6, Section 1):
  ***Being paid** monthly, I find annual bills hard to pay. **Having been stung** by bees, she has no love of insects.*
- as the subject of a sentence:
  ***Being proved** wrong is never a comfortable experience.*

? check

Underline the passives in these sentences.

1 They are believed to have left the country.
2 She is thought to have been smuggled out of the country in the back of a lorry.
3 They were seen to leave the room together.
4 He is said to be recovering well.
5 The whole place was cleaned until there was not a speck of dust to be seen anywhere.

Practice

1 Fill each of the blanks with a suitable word.

Example: New measures to combat crime *are* to *be* introduced at the end of the year.

a We ..... strongly advised ..... reconsider our position.
b He is known .... hidden large sums of money in his orchard.
c They are understood ..... have ..... offered over £5000 for their story.
d I ..... always made ..... apologise to my little sister after an argument.
e It's too late now: there's nothing more ..... be ..... .
f I left with the distinct feeling of ..... been ..... for granted.
g I used to steal walnuts from my grandfather's garden and never worried about .... out.
h There are .... any survivors from yesterday's aircrash.

2 Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.

Example: Many people believe that Stonehenge was built as some kind of time-keeping device.
Stonehenge *is believed by many people to have been built as some kind of time-keeping device.*

a They made me tell them everything I knew.
I .....
b Nobody ever let me study the piano at school.
I .....
c It is often said that Shakespeare never revised anything he wrote.
Shakespeare .....
d There were once thought to be canals on Mars.
It .....
e From what we understand, there was an attack last night in the vicinity of the beach.
There is .....
f It's a widespread assumption that George was wrongly accused.
George .....
g You have to clean these football boots until they shine.
These football boots are .....
h Under no circumstances should you cross this line.
This line is .....

3 For each of the sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: A lot of people are saying that he's working undercover. **rumoured**
It's rumoured that he's working undercover. / He's rumoured to be working undercover.

a She wants it to be clear to people that she's fair.
seen .....
b He often says to people how much of his success is down to you.
heard .....
c The theory is that she fell overboard at night and drowned.
fallen .....
d We certainly don't want any repetition of such a ridiculous spectacle ever again.
repeated .....
e The plan was originally to complete the building by June.
due .....
f When I was a child, I was never allowed to play with the children next door.
let .....

4 Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.

Example: He didn't remember that he had been ordered to appear before the judge.
He had no recollection of *being ordered to appear before the judge.*

a She vaguely remembers that she was knocked down by a motorbike.
She has vague memories of .....
b It's never very nice when people laugh at you.
Being .....
c Stewart was criticised for his extravagance and was more careful after that.
Having .....
d I really wish I hadn't been pushed into giving a speech.
I really regret .....
e Because I was told it was quicker, I naturally took the mountain road.
Having .....
f I can't tell you what it feels like because nobody's ever given me £100,000.
Never .....

SECTION 3

Structures with get and have

1 CAUSATIVES

We can use *get* and *have* in both active and passive patterns.

- The active pattern, meaning 'cause or order someone to do something', is *get* + person + *to*-infinitive, or *have* + person + infinitive without *to*:
  *I'll **get** the waiter **to bring** you the menu.*
  *I'll **have** the waiter **bring** you the menu.*
  Note that *have* is much more common in American English; *get* is common in spoken British English.
- The passive pattern, meaning 'arrange for somebody else to do something', is *get / have* + object + past participle:
  *I'll **have / get** the menu **brought** to you.*
  *I **had to get / have** my jacket **cleaned** after the party.*
  *I must go and **get / have** my photo **taken** for my new passport.*
  *I'll **get / have** those copies **made** for you immediately.*
  *She's **getting / having** her teeth **fixed**.*

2 *GET* + *-ED*: ACTIVE AND PASSIVE

We can sometimes use *get* instead of *be* in the passive. This is usually informal:

*They **got punished** by the Principal for making so much noise.*
*Lucky Paul **got promoted / elected / chosen / appointed** yesterday.*
*Poor Vassili – his dog **got run over** last night.*

- *Get* meaning 'become' is also common with a particular small group of past participles:
  get dressed** **get married** **get used to** **get stuck** **get lost** **get caught** **get burned** **get involved
- The meaning of these phrases can be active:
  *I **got dressed** as quickly as I could.*
- We can use some of these active phrases with an object:
  *I have to **get the children dressed** early every morning.*
  *Don't **get your family involved** in the business.*

3 THINGS THAT HAPPEN TO YOU

We use *have* + object + past participle to describe things that happen to us, often misfortunes. The subject is the person who experiences what happened:

*I've **had** my car **stolen**.* (Compare: *My car **was stolen**.*)
*He's **had** his application for citizenship **turned down**.* (Compare: *His application for citizenship **has been turned down**.*)
*My mother's **had** her letter **published** in The Times.* (Compare: *My mother's letter **has been published** in The Times.*)

- In spoken English we can sometimes use *get* instead of *have*:
  *She's **got** another letter **published** in The Times.*
- Note that sometimes only the context will identify precise meaning. Consider:
  *They **had their fence pulled down**.* (= either: they employed somebody to pull it down (causative); or it was pulled down without their planning it, e.g. by vandals.)

? check

Which of these sentences are causatives?

1 He tried to escape but got caught.
2 They were aiming to walk the entire route but got tired in the end.
3 I need to get my hair cut. ✓
4 I'm going to have my portrait painted. ✓
5 I had my car broken into last week.

Practice

1 Fill each of the numbered blanks in the passage below with a form of *have* or *be*.

It was last May, while we were taking our annual late-spring break on Lindos that we ..... (1) our house broken into. All our TV and video equipment ..... (2) stolen, but what was worse was when we discovered that the final draft of my husband's latest novel ..... (3) ..... (4) torn into pieces and the disks he ..... (5) ..... (6) writing it on ..... (7) disappeared. Of course, you hear about people who ..... (8) ..... (9) their properties vandalised and others whose most prized possessions ..... (10) ..... (11) taken, but it's a terrible shock when it happens to you, when you know that your home ..... (12) ..... (13) invaded, and that you ..... (14) ..... (15) your most intimate belongings handled and examined by strangers.

2 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence before it.

Example: Hasn't that film been developed yet?
Haven't you *had the film developed yet?*

a Can it be true that you're really going to deliver my sofa today?
Can it be true that I'm .....

b One of the others agreed to post my letters for me.
I got .....

c My dentist is supposed to be capping my two front teeth this morning.
I'm .....

d My car really needs servicing.
I really .....

e Why did you let them go without signing the receipt?
Why didn't you .....

3 Fill the blanks with a suitable word or phrase.

Example: His arm is in a sling after he *got it stamped* on.

a I keep getting headaches so I'm going ..... tested.

b It's unpleasant for children when they ..... names by other children.

c I've just ..... taken for my new passport.

d My handbag was completely flattened after it ..... on in the bus.

e My husband's been to the hairdresser: I really wish he ..... so short.

f I know you don't approve of my new hair colour but you'll just ..... to it.

4 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. The words must not be altered in any way.

Example: Computing is just something you take for granted after a while. **get**
Computing is just something you get used to after a while.

a The whole of my sister's class spent last weekend redecorating her flat.
had

b We couldn't find our way out of the woods.
got

c Do you think there's any chance of this new party winning the election?
get

d I can't say I enjoy the teacher reading out my work in front of the class.
having

e It's quite simple for a locksmith to copy one or more of your keys.
copied

5 Rearrange the words to make coherent sentences inside the first and last words given.

Example: film to has just be
That ..... seen.
That film just has to be seen.

a your ever your house belongings into any and had broken of you
Have ..... stolen?

b fingerprints police your on you never had files have can put you
Once ..... relax.

c something get got have done just about this to
You ..... office.

d your I not passport help would got have my for
But ..... stamped.

e us organised get at can the everything of all same
All ..... time.

f care any take to must such involved dangerous in family your not get
You ..... situations.

g arrested taxed if will get you car be almost and certainly don't your
You ..... insured.

h interest government seems to never to brought get under able rates be
The ..... control.

SECTION 4

Not using the passive: transitive to intransitive

1 CHANGING THE SUBJECT WITHOUT USING THE PASSIVE

With some transitive verbs we can change the subject of a sentence without using the passive. We don't mention or even imply an agent. Verbs that allow us to change the subject to 'the thing affected by the action' without using the passive are called 'ergative' verbs. By changing the subject of the sentence in this way, the active transitive verb becomes intransitive:

The dog** opened the door.* (= active) ***The door** was opened by the dog.* (= passive) ***The door opened. (ergative – as if the door opened by itself)

- Here are more examples of ergative verbs:
  *The whistle **blew**. That jumper **does up** at the neck. The car **crashed into** a post. The soup **thickened**.*

2 MEANINGS OF THESE VERBS

Describing change

Most verbs that we can use in this way describe change of some kind:

Transitive	Non-passive intransitive
*This book **will change** your life.*	*His life **changed** completely when he moved to Denmark.*
*The sun **had dried** their clothes by the time they got home.*	*Their clothes **had dried** by the time they got home.*
*She **broke** her pencil because she was pressing too hard.*	*Her pencil **broke** because she was pressing too hard.*

- Other examples include:
  begin** **vary** **decrease** **expand** **increase** **open** **close** **finish** **fade** **stretch** **crack** **smash

watch out!

We can't use all verbs describing change in this way. For example, *destroy* and *demolish* must stay transitive:

✗ ~~*The old building **demolished**.*~~

✓ *They **demolished** the old building. The old building **was demolished**.*

Describing movement

Other verbs that we can use in this way describe movement of some kind:

Transitive	Non-passive intransitive
*He **reversed** the car into the garage.*	*A car **reversed** round the corner.*
*The pilot **landed** the plane on only one engine.*	*The plane **landed** on time.*
*He **moved** his chair closer to hers.*	*That new restaurant **has moved**.*

- Other examples include:
  turn** **stop** **fill** **shake** **spin** **sail** **tip** **shift** **bounce

Cooking

Another group of verbs that we can use in this way relate to cooking:

Transitive	Non-passive intransitive
***Dissolve** the mixture in a little water.*	*Stir until the sugar **has dissolved**.*
***Simmer** the stock for an hour.*	*After the stock **has simmered** for an hour, add seasoning.*

- Other examples include:
  bake** **boil** **cook** **fry** **melt** **toast** **thicken** **burn** **heat up** **cool down** **warm** **brown** **freeze** **thaw

3 OTHER EXAMPLES OF ERGATIVE VERBS

*She **photographs** very well.* (= she is photogenic)
*Her voice **records** well.* (= her voice sounds good on tape)
*Will this stain **wash out**?* (= Will the stain disappear with washing?)
*Your composition **reads** well.* (= your style is very good)
*Black jeans **are selling** well.* (= many people are buying them)
*This skirt **creases** so easily.* (= the skirt becomes creased very quickly)

? check

Which of the following sentences are incorrect?

a The light has destroyed the photograph.
b Raise your hand if you know the answer.
c The photograph destroyed because of the light.
d The photograph was destroyed in the fire.
e The treasure was raised to the surface.
f The hot air balloon raised quickly into the sky.

Practice

1 In the following pairs of sentences, a, b or both are correct. Put a cross (✗) next to every sentence that is incorrect. Write the correction.

Example: **a** Drop a line when you get there.
b He was upset to discover he dropped from the team. (✗) *(had been / was dropped)*

1 **a** The Titanic was sunk by an iceberg.
b The boat sank without trace.
2 **a** This shirt dries extremely quickly.
b Her hair soon dried by the wind.
3 **a** The hole soon filled with water.
b The room was filled with hundreds of people.
4 **a** The western shore washed by warm currents.
b Fertile soil washes down into the valleys.
5 **a** My dress ripped when it caught in the car door.
b His newspaper had been ripped into shreds.
6 **a** The sacked workers compensated for the loss of earnings.
b He was compensated for his injuries.
7 **a** My chair tipped backwards until it fell over.
b All the left-overs were tipped into a bin liner.
8 **a** Inflation was increased over the last six months.
b My salary was increased by just over 5%.
9 **a** They've expanded production facilities at the old factory.
b Metal is expanded when heated.
10 **a** The white Mercedes turned into the car park.
b The sign had been turned to face the opposite direction.

2 Rewrite each of the following sentences changing the object to subject without using the passive. Add any prepositional phrases necessary.

Example: The sun has melted the chocolate.
The chocolate has melted in the sun.

a The DJ dimmed the lights during the last dance.
b Darren improved his performance in the 100 metres by a tenth of a second.
c An iceberg sank the Titanic in 1911.
d Tears filled his eyes.
e The committee gradually developed the plan.

3 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: The first act of your play is very well written. **reads**
The first act of your play reads very well.

a Initially, I think you develop the plot very convincingly.
unfolds
b You step up the tension in the third scene.
increases
c But then everything seems different.
change
d You put in melodrama instead of real drama, don't you?
replaces
e Why do you close the first act with only a vague suspicion of murder in the air?
does
f Why don't you open the second act with the actual killing?
doesn't
g And why does the third act end on such an anti-climax?
do
h It's difficult to see tickets being bought for a play like this.
selling

4 Fill each of the gaps in these extracts from a report with an appropriate word from the list.

Example: The amount we can spend on technical equipment has fortunately *increased*.
grown expanded fallen contracted widened intensified folded changed dried (increased)

a It's sad that the number of students considering a career in teaching has ..... off a lot.
b Consequently, the teacher training faculty has ..... by about 25%.
c Attitudes towards the teaching profession have ..... considerably.
d However, in other departments options have ..... greatly.
e Inevitably some departments have ..... completely.
f Interest in Latin, for example, has ..... up.
g And competition with other colleges has, it must be admitted, ...
h But, the curriculum has ..... into new areas such as media studies.
i Interest in computer studies has ..... beyond all expectations.

Unit two

Vocabulary

SECTION 5

Verbs we commonly use in the passive

1 VERBS WITHOUT AN AGENT

We use some verbs more often in the passive than in the active because the agent is either unknown or obvious, or not important to what we want to say:

*I **was born** in Italy.*
*My neighbour's been **arrested!***
*She **was fined** £100 for driving without insurance.*
*Stockholm **has been dubbed** the Venice of the North.*
*A reminder **will be sent** by post.*
*The stadium **was built** in 1983.*

1 Add one of these passive verbs to the sentences below. Make any necessary changes.

be deemed *be earmarked* *be baffled* *be jailed* *be strewn*

a Their work ..... to be of the highest standard.
b The murderer should ..... for life.
c The floor had ..... with newspapers and old magazines.
d I ..... completely ..... and had no idea what had happened.
e The building has ..... for demolition.

2 ADJECTIVE OR PASSIVE?

Some verbs are so commonly used in the passive, without mentioning an agent, that they work in a similar way to *-ed* adjectives (see Overview, Watch out!):

*I heard the news and was **horrified**.*
*Tuscan truffles are particularly **prized** for their pungent aroma.*
*I'm **gutted!*** (slang = I'm very upset)

3 PREPOSITIONS

Some common passive verbs collocate with particular prepositions. Here are some examples:

*The threat **was couched in** the vaguest possible terms.*
*We've **been conditioned into** accepting TV as essential.*
*The athlete **was acclaimed as** a national hero.*
*The old man **has been indicted as** a war criminal.*
*I don't think any of these remarks **could be construed as** positive.*
*I've **been swamped with** requests to do concerts all over Europe.*

2 Add a suitable preposition to these sentences.

a The factory is scheduled ..... demolition next year.
b The little boy was eventually reunited ..... his parents.
c These three chapters could be subsumed ..... a new heading.
d I've been shortlisted ..... the Noble Prize for Literature!

4 NO PREPOSITION

Some common passive verbs, e.g. *be called, be named, be deemed, be dubbed,* are not commonly followed by a preposition:

*All his efforts **were deemed** a complete waste of public resources.*
*I've **been called** many things in my life but never 'inspired'.*

5 PHRASAL VERBS

We also commonly use particular phrasal verbs in the passive:

*This coat **was handed down** to me by my older brother.*
*I **was** so **caught up** in my book that I failed to realise the time.*
*The get-out clause **was written into** their contract.*

Practice

1 Match the beginnings of the sentences (1–10) with a suitable ending (a–j).

1 The condemned man was reprieved	a for complaining to the referee.
2 I was completely mesmerised	b by experienced machine operators.
3 The old man was paralysed	c as aggressive.
4 Both players were penalised	d at the last moment.
5 I've been swamped	e for next Friday.
6 The meeting has been scheduled	f by his performance.
7 Ioannis was somewhat disconcerted	g by the lack of response.
8 His behaviour was in danger of being construed	h with offers of help.
9 She was hospitalised	i down one side after the stroke.
10 The factory is staffed	j for three months after the accident.

2 Fill each of the gaps with the most appropriate word from the list.

haunted touched locked earmarked buffeted possessed hounded blessed doomed destined handicapped dogged

Jack, he's so unlucky: ..... (1) by misfortune, ... (2) by fate at every turn and ..... (3) by memories of the past. ..... (4) in a battle with his family, ... (5) by the police and severely ..... (6) by facial features straight out of a horror movie, he's ..... (7) to failure.

Jill is so different: ..... (8) with an ability to get on with everyone, ... (9) with genius, already ..... (10) by her company for a top job and ..... (11) to be a success in whatever she does, she's ..... (12) of just about every quality Jack lacks.

3 Fill each of the gaps in the following sentences with an appropriate verb from the list. The verbs should be used in the passive.

overcome deemed inundated dwarfed dubbed shrouded scheduled baffled strewn short-listed

a The ex-champion ..... by heat exhaustion in the final and was unable to finish the match.
b How the intelligence services work ..... in secrecy.
c Since the film came out, I ..... with requests for my autograph.
d His house in the foothills ..... by the surrounding mountains.
e Their new CD ..... for release next January.
f All the doctors we saw ..... by the reason for her illness.
g I'm afraid your recent work ..... totally inadequate for the task.
h Believe it or not, last month a news reader ..... the sexiest man on television.
i Many people think a nineteen-year-old's first novel should ..... for last year's National Literature prize.
j When the police arrived, the victim's clothes ..... all over the room.

4 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

a Since the advertisement, we've had more applications than we can deal with.
swamped
b Do you feel it's wrong that this site is going to be redeveloped?
earmarked
c The Minister's response really took the interviewer by surprise.
aback
d The rain forced the protest march to be cancelled.
rained
e There is someone in the office twenty-four hours a day.
staffed
f I wasn't sure what to do when the bereaved woman started laughing.
disconcerted
g Each new generation is told the secret recipe.
down
h The Trade Centre towers over the surrounding buildings.
dwarfed
i The Government's fiscal policy came in for sharp criticism in the press.
pilloried
j You cannot easily put all this information under one heading.
subsumed

SECTION 6

Phrasal verbs; verb + preposition

1 PHRASAL VERB, OR VERB + PREPOSITION?

Phrasal verbs are verbs which are always followed by an adverb, e.g. *cloud over*, a preposition, e.g. *come across sth / sb*, or an adverb and a preposition, e.g. *creep up on sth / sb*. The meaning of a phrasal verb is sometimes obvious from the meanings of its parts, e.g. *fall down*. But the meaning is often more idiomatic and so less obvious, e.g. *put up with sb / sth*. Phrasal verbs can be either transitive or intransitive:

When you get to the next crossroads, ***turn off.***
Would you ***turn off*** *the radio, please.*

- A preposition can sometimes follow a verb which is not a phrasal verb. The preposition is part of a prepositional phrase:
  Who lives ***across the road?***
- Some prepositions commonly follow certain verbs because of meanings and collocation:
  This broken plate will have to be ***paid for.***
  What are you ***looking at?***

1 Which of these two sentences contains a phrasal verb?

a The marathon runners ran over the bridge towards the finish line.
b My friend's cat was run over by an ambulance.

2 POSITION OF OBJECT

- When a phrasal verb is transitive, we can place a noun object before or after the adverb:
  Please ***turn*** *the radio* ***off.*** *Please* ***turn off*** *the radio.*
- When the object is a pronoun, it is always placed before the adverb:
  Please ***turn*** *it* ***off.***
- With a verb + preposition, the preposition is placed before its object. We can't put the object between a verb and a preposition:
  I've come into *money.*
  I ***came into*** *it when my father died.*
- Verbs + adverb + preposition behave in the same way as verbs + preposition:
  You'll have to ***put up with*** *them for a little longer.*

2 Which of these sentences contains a phrasal verb?

a I think somebody has been gnawing at this biscuit.
b If you don't mind, we need to think this over.

3 PREPOSITIONS AFTER PASSIVES

Note that many prepositions can follow passive verbs. However, the most common are *by* (used to mention the agent), *with* (used to mention how something is done or what it is done with) and *in*:

They're being cared for ***by*** *a neighbour.*
It was prepared ***with*** *great patience.*
Man was first discovered ***in*** *East Africa.*

- We use other prepositions when the meaning or verb + preposition collocation requires them:
  Money has been contributed ***towards*** *the costs.*

3 Choose the preposition which best completes this sentence.

Any gain must be balanced ..... any potential loss.
a towards **b** to **c** against **d** for

- Some prepositions of movement make passive transformations difficult. In these cases, we use other verbs:
  They all ***ran*** *laughing* ***into*** *the room.*
  ✘ ~~*The room was run into.*~~
  ✓ *The room* ***was soon filled with people laughing.***

Practice

1 Choose the preposition that best completes each sentence.

1 My attention was drawn ..... the picture on the far wall.
a with **b** to **c** for **d** on
2 The stolen paintings were eventually restored ..... their rightful owner.
a for **b** by **c** to **d** with
3 Italy were knocked ..... the World Cup.
a into **b** away from **c** out of **d** forward to
4 The argument is centred ..... whether or not to lower the age limit.
a on **b** towards **c** of **d** about
5 Emphasis is placed ..... practical training.
a over **b** with **c** by **d** on
6 The younger sons consider themselves to have been robbed ..... their rightful inheritance.
a by **b** with **c** around **d** of
7 The discussion will be divided ..... three parts for the sake of clarity.
a to **b** for **c** into **d** with
8 The white Audi was eliminated ..... police enquiries at an early stage.
a with **b** from **c** of **d** for

9 A whole host of criticisms have been levelled ..... the committee.
a against **b** towards **c** by **d** for

10 The final cost has been estimated ..... anything between four and five million dollars.
a against **b** to **c** at **d** in

2 Fill each of the gaps with a suitable passive verb in such a way that the new sentence is as similar in meaning as possible to the sentence above it.

a They *moved towards* the piazza from all sides.
The piazza ..... from all sides.

b The two sides *came to* an agreement after hours of negotiation.
Agreement ..... after hours of negotiation.

c The men *poured* concrete into the hole until it was full.
The hole ..... with concrete.

d People *came into* the room through a sort of tunnel.
The room ..... through a sort of tunnel.

e Everyone *got out of* the stadium as the fire spread.
The stadium ..... as the fire spread.

3 Underline the word that best fits the sentence.

1 Do you think he could be ..... upon to make a speech after the presentation?
a prevailed **b** impelled **c** urged **d** pressured

2 I'm afraid a penalty clause has been written ..... your contract.
a out of **b** into **c** down **d** away for

3 I was completely ..... over by their warm reception.
a pushed **b** run **c** bowled **d** thrown

4 I think the implications have been rather quickly ..... over.
a painted **b** removed **c** sprayed **d** glossed

5 A number of very interesting proposals have been put ..... .
a across **b** down **c** forward **d** through

4 Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.

a The sports centre presents a certificate of attendance to every student when they leave.
All .....

b I don't think they should have pressure put on them to make a decision.
I don't think they should be .....

c The price is exclusive of airport taxes.
Airport taxes .....

d The way the managing director behaved last night really shocked me.
I .....

e Several people came up to me to congratulate me.
I .....

f I grew up in a little village on the Scottish border.
I was .....

g The letters will have your name printed on them.
The letters will be .....

h The couple didn't tell the police about the theft until it was far too late.
The theft .....

i An old woman once tricked my father into giving her several hundred pounds.
My father was once conned out .....

j Government guidelines really do emphasise the importance of starting education early.
A lot of emphasis .....

5 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

a An awful lot has been omitted from the final draft of the agreement.
out

b There were thousands of sunbathers on the beach.
packed

c Our founder was given an honorary doctorate in law by Edinburgh University.
conferred

d My uncle underwent a five-hour operation to remove the growth that had been diagnosed.
operated

e My watch and traveller's cheques were stolen while I was abroad.
robbed

f The accused claimed he hit the police officer as a result of provocation.
provoked

g Both parties ripped the contract to pieces.
torn

h Many of us were shocked when a former actor took the oath as President of the United States.
sworn

i The present came as a complete surprise to me.
aback

j Trading activities in the war-stricken area have been reduced.
scaled

Exam practice 2

1 Circle a letter **A**, **B**, **C** or **D** that best fills each numbered gap.

A popular character in the nation's top television soap is ..... (1) for something of which she was probably innocent. Having been ..... (2) guilty of a series of fraudulent acts, she contemplates months of incarceration. A good story-line, but wait! Within hours the television station is being ..... (3) with calls of protest. A national newspaper soon ..... (4) up a campaign to have her freed. Thousands of T-shirts are printed with slogans ..... (5) for her release. Offices and factory floors ..... (6) to the sounds of animated debate. It is even mentioned in Parliament. It's easy to ..... (7) off such idiocies as 'a bit of fun', but there's surely a more serious side. A fair proportion of viewers were obviously ..... (8) in by the story to such an extent that their perception of fact and fiction was clearly ..... (9). Everywhere, millions will ..... (10) over their 7-day TV guide to get a preview of the week's soaps. If a character is ..... (11) to be past his or her sell-by date, and the decision has been taken to ..... (12) him or her out, possibly to have them ..... (13) off in spectacular fashion, viewing figures are likely to soar by up to 25%. A life-threatening fire can be ..... (14) upon to add millions to the ratings. A major wedding can find half of Britain sitting ..... (15) to the screen! It's all very strange.

1	**A** jailed	**B** prisoned	**C** sentenced	**D** charged
2	**A** arrested	**B** called	**C** found	**D** discovered
3	**A** bombed	**B** attacked	**C** streamed	**D** inundated
4	**A** opens	**B** starts	**C** puts	**D** establishes
5	**A** demanding	**B** calling	**C** insisting	**D** sounding
6	**A** echo	**B** ring	**C** fill	**D** deafen
7	**A** laugh	**B** smile	**C** take	**D** put
8	**A** thrown	**B** carried	**C** indulged	**D** taken
9	**A** blurred	**B** hampered	**C** tampered	**D** glossed
10	**A** flick	**B** go	**C** pore	**D** sit
11	**A** decided	**B** resolved	**C** deemed	**D** suspected
12	**A** write	**B** cast	**C** sort	**D** work
13	**A** ridden	**B** taken	**C** driven	**D** killed
14	**A** leaned	**B** construed	**C** relied	**D** improved
15	**A** swamped	**B** stuck	**C** paralysed	**D** glued

SCORE

2 Fill each of the numbered blanks in the passage with **one** suitable word.

After living ..... (1) the threat of extinction for more than 30 years, the national bird of the United States has ..... (2) granted an official reprieve, as the bald eagle and twenty-eight other animal and plant species have been earmarked ..... (3) removal from America's list of endangered species. The bald eagle, also ..... (4) as the white-headed sea eagle, took pride of place at the top of a list of species likely to ..... (5) taken off the endangered register in the coming years. The proposed 'delistings' are ..... (6) promoted ..... (7) the US interior secretary to counter a growing feeling among Republicans that endangered-species laws do not work. Charges of ineffectiveness have been ..... (8) against these laws before, but more recently it has ..... (9) been suggested that the situation may actually have been ..... (10) worse by them. The recovery of the bald eagle follows thirty-one years on the critical list. Its numbers had been ..... (11) to fewer than five hundred ..... (12) the use of pesticides that reacted adversely ..... (13) its reproductive system. The number of nesting pairs is now estimated ..... (14) five thousand. The interior secretary claims

that the new list was a vindication of the legislation under which the eagle, a national symbol ..... (15) originally from the Indians, and more than a thousand other species ..... (16) protected. (A spokesperson denied that it was simply a publicity stunt timed to coincide ..... (17) the swearing ..... (18) of the president for his second term.) Until now, few species have ..... (19) been removed from the list. When they ..... (20), it was usually because they had become extinct.

SCORE

3 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence above it.

a Do not switch off unless the screen shows 'Ready for Shutdown'.
This machine is only .....

b It's over a year since anyone saw William.
William .....

c It's too early to send anything off to shareholders.
Nothing .....

d The calculation would have baffled me completely if it had not been for your help.
I .....

e We want justice and we need to see it carried out.
Justice must not .....

f I'd never let anyone use a photograph of my children in an advertisement.
I'd never have .....

g The driver was fined especially heavily because of his several previous convictions.
Having been .....

h The manageress often made us stay behind after closing time to do extra work.
We .....

i The investigators think a fault in the fuel lines caused the crash.
A fault .....

j They've had to fax the insurance company three times for a decision.
The insurance company .....

SCORE

4 Fill each of the blanks with a suitable word or phrase.

a The origins of the tribe ..... in mystery.

b Everyone ..... aback by the public reaction to the news about the President.

c It's six months since the tests, and she still ..... the all-clear by her consultant.

d Mr Bennett's office has ..... 'the torture chamber' by his staff.

e In my family, a lot of furniture ..... down from generation to generation.

f Look – it's all over the papers. You should never ..... be photographed in such a compromising situation.

SCORE

5 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

a The accused became very emotional.
overcome

b Naturally, they will deduct points if you arrive late.
penalised

c The model's clothes lay all over the floor.
strewn

d Our new Director wants you to call her 'Madam'.
addressed

e I can't say I enjoy it when people tear my writing to pieces in front of me.
having

f We'll have to make up our minds by the end of the week, won't we?
be

g It's just possible the hotel may need more staff in the summer.
ruled

h Surely nobody likes it when people make fun of them in public.
being

i Never forget that the customer is always right.
borne

j This school-leaver's qualifications are not adequate for such a demanding job, are they?
sufficiently

SCORE

TOTAL SCORE

Unit three

Modal verbs 1

Entry test

1 Fill each of the gaps in these sentences with an appropriate word or phrase.

EXAMPLE: It's highly unlikely that *we'll get* there much before lunchtime.

a We ..... in touch until later this week regarding your estimate.
b Do you think we ..... allowed to use calculators in the exam?
c I've heard there's a possibility that the match ..... called off.
d I don't think anyone in their right ..... conceivably doubt that he's guilty.
e John phoned the box office and they say you ..... any trouble getting a ticket at the door.
f Presumably you ..... wanting to go out tonight if you're feeling ill?

FOR MODAL VERBS PREDICTING THE FUTURE, SEE SECTION 1.

2 Fill each of the gaps in these sentences with an appropriate word or phrase.

EXAMPLE: I suppose you *could have* a point when you say wages are low.

a You ..... well think it's possible, but I doubt it.
b You won't ..... of me before but I used to live next door to your sister.
c You're a bit overweight; you ..... doing more regular exercise.
d That ..... Vangelis over there – hasn't he gone away for the week?
e That's absurd; they really ..... taken your motorbike by mistake, surely?
f They got here so fast, they ..... run all the way.
g I've been looking everywhere for you: you ..... me you weren't going to be here!

SCORE

FOR MODAL VERBS USED FOR TALKING ABOUT TRUE, UNTRUE, POSSIBLE: PRESENT AND PAST, SEE SECTION 2.

3 Fill each of the gaps in these sentences with an appropriate word or phrase.

EXAMPLE: I think we *had better leave* soon as it's getting late.

a Please, you really ..... about clearing up afterwards: I can do it when you've gone.
b You will really ..... a move on if you're going to finish painting that room today.
c In my opinion, you ..... as hard on him as you were.
d You can't go on like this – you simply ..... a holiday sometime.
e You ..... gone to so much trouble just for me.
f You ..... to come and see me off, but I'm glad you did.
g All visitors to this site are ..... the reception desk on arrival.

SCORE

FOR MODAL VERBS USED TO EXPRESS NECESSITY, DUTY AND ADVICE, SEE SECTION 3.

TOTAL SCORE

OVERVIEW

1 THE BASICS

The ten modal auxiliaries are:

can may must will should
could might ought to shall would

- Modals come before the infinitive form of a verb without *to* (except *ought to*):
  *I **may** meet her tomorrow.* (see Watch out! opposite)
- Modals never change form. They do not have *-ed*, *-s*, or *-ing* endings:
  *Maria **may** join us.*
- Modals never use *do* when forming questions or negatives. To form negatives we use *not* after the modal and before the verb:
  ***Will** you come?*
  *You **mustn't** worry so much.*
- We can use modals with the Continuous form of a verb:
  *She **should be arriving** soon.*
- We can use modals with the passive form of a verb:
  *The interview **can be arranged** for another day.*
- Modals are used in short answers and question tags:
  *You will apply for the job, **won't you**? Well, I **might**.*
- Modals usually refer to events in the present or future:
  *I **can** come immediately, if you like.* (= present)
  *I **may** ring you later.* (= future)
- However, some modals refer to the past:
  *I **could** read before I went to school.*
- Other modals need the addition of *have* to make a modal Perfect:
  *I **should have realised** earlier.*
- Sometimes it's necessary to choose another verb:
  *I **was able to** finish before I went out.*
  *We **managed to** find the right address.*
- We use other verbs with similar meanings to modals. These verbs always use *to*. They include *be able to, have to, used to, are / is / was to, be allowed to, be supposed to, manage to*:
  *I'**m supposed to** have let them know my decision by today.*
  *Will we **be allowed to** bring our own food?*

(For key difficulties with meaning, see the Watch out!, Unit 4, p.63.)

watch out!

Ought to always uses *to*. Other modals never use *to*:

✗ ~~*You **oughtn't** speak to your mother like that.*~~
~~*You **must to** go and see that film.*~~

✓ *You **oughtn't to** speak to your mother like that.*
*You **must** go and see that film.*

- *Dare* and *need* sometimes act like modals without *to*:
  *I **dare** say. I never **need** see her again.*
- More often, they are ordinary verbs with *to*:
  *He **dared** me **to** jump over the edge. Do you **need to** know now?*

  (For more on *dare* and *need*, see Unit 15, Section 2.5)

2 MAIN USES OF MODALS 1

Here is a list of uses dealt with in this Unit with examples. For other uses, see Unit 4, Overview.

Predicting See Section 1

*I **shall** be in Piraeus next week. A live concert in Athens **would** be extremely popular. You **won't** like this food: it's very spicy. They **ought to / should** win the next game easily.*

True, untrue, possible See Section 2

*The fare **may not** be cheaper on Sundays but it's worth checking. I'm afraid you **may** have broken your wrist. Well actually, you **could** be right. He **ought to have** got home by now. You'**ll** all know what I'm talking about, I'm sure. She **won't** have arrived yet.*

Deduction See Section 2

*It **must** be right: there's no other explanation. That **can't** be Monica: she's in Spain. You **couldn't have** seen her – she left three days ago.*

Necessity See Section 3

*You **must** leave immediately. We **mustn't** be late. You **needn't** pay me now. I **didn't need to** take so much money. I **have to** get there for eight o'clock.*

Duty and advice See Section 3

*What **shall** I do? **Should** I tell her she's made a mistake? You **should** always pay your bills on time. You really **shouldn't have** done that. **Ought** I **to** tell him I can't come?*

(For an alphabetical list of modals with their meanings, see pages 64–67.)

SECTION 1

Predicting

1 SAYING WE ARE SURE SOMETHING WILL HAPPEN

We can use *will* and *shall* to talk about what will happen. (For other ways of talking about the future, see Unit 1, Section 4):

*Exports **will** continue to rise over the next few months.*
*I **shall** be staying in Tokyo for the next three days.*
*We **shan't** stay long: we have to be at Mary's by six.*

- We can emphasise our certainty by adding *really*, *(most) certainly / definitely*, *almost certainly*, etc:
  *You **definitely won't** like the exhibition.*
  *You'll **certainly** like their new CD.*
- We can express doubt by adding *presumably*, *(most) probably*, etc:
  *You **probably won't** like their new single.*
  *You'll **presumably** be wanting some more.*

Differences between *shall* and *will*

We use *shall* with *I* or *we*. It's old-fashioned with other persons:

*I **shan't** have your X-ray results until next week.*
*You **shall** go to her party, I promise.*

- When predicting something, or expressing determination (see Unit 4, Section 1), there is little difference in meaning between *shall* and *will*:
  *We **shan't / won't** arrive much before midnight, I'm afraid.* (= predicting) *I **shall / will** succeed, just you wait and see.* (= determination)
- But we use only *will*, not *shall*, to ask for predictions:
  ***Will** I get grade A, do you think?*
- We commonly use *shall* to make polite offers (see Unit 4, Section 1.2), or to ask advice:
  ***Shall** I turn the lights on?*
  ***Shall** I wear the green or the blue tie?*

2 SAYING IT IS POSSIBLE SOMETHING WILL HAPPEN

We use *may*, *might* and *could* to say that something is possible (See Watch out! in Section 2 for *may not*, *might not* and *could not*):

*It **may / might / could** rain tomorrow.*

- However, we commonly use *will* rather than *may / might / could* in questions:
  ***Will** it rain tomorrow, do you think?*
- We can also use *would* in conditional sentences to predict what would happen if something else happened, or to talk about things that are very unlikely to happen:
  *He **would** get very annoyed if you rang him now.*
  *A sunny holiday in Wales? Now, that **would** be a miracle!*
- However, we can use *will* if other words in the sentence show that something is unlikely:
  ***I doubt if we'll ever again** experience a winter quite as cold as this one.*
- We can emphasise the degree of probability by adding other words:
  *She **could conceivably** come along a bit later.* (= it's just possible) *She **may / might very well** come along a bit later.* (= it's quite likely)
- The situation, stress and intonation, and other words we use in the statement can affect the degree of probability more than the modal itself:
  *I suppose she **might** come, but I doubt it.* (= it's doubtful) *Actually, I think she **might very well** come.* (= high probability)

3 IN MY OPINION...

We can use *should* and *ought to* to make subjective predictions. (See also Section 2.2) In the negative, we avoid *oughtn't to*, and prefer *shouldn't*:

*They **ought to / should win** the next round easily.*
*You **shouldn't have** trouble with traffic.*

- We use *should* and *ought to* to predict favourable events:
  ✘ ~~*She **should** fail her driving test.*~~
  ~~*The weather **should** be horrible tomorrow.*~~
  ✓ *She'll probably fail her driving test.*
  *She **should / ought to** do well in her driving test.*
  *The weather **will** be horrible tomorrow.*
  *It **should** be fine tomorrow.*

? check

Which of the above points do these sentences illustrate?

a My mother will most certainly object to my going away over Christmas.
b We should qualify for the World Cup easily next time.
c I suppose it is just conceivable that we could get knocked out on penalties again.
d Soula would be furious if she found out what you were doing.
e Will we get there before nightfall, do you think?

Practice

1 Tick (✓) the sentences that are acceptable. Correct the others.

Example: You might as well come with us if you've nothing better to do. ✓

1 I won't be in the country when you two are tying the knot.
2 How much longer do you think that noise will be going on?
3 I don't think I shall be able to join you until 8.30.
4 Shall I look OK if I wear this?
5 You shall have to put two first-class stamps on this envelope.
6 I think a weekend away would be a good idea.
7 Presumably we would be laughed at if we tried it in public.
8 If he maintains his current rate of progress, he should sail through the exam.
9 Looking like that, he should compare unfavourably with the other candidates.
10 According to statistics, smokers shouldn't live as long as non-smokers.

2 Which of the professions said what? Write the number of the profession next to the letter for the statement. Then, write what you think the 'it' refers to where it's underlined.

Example: i It may be necessary to take it away to put more memory in.
You write: i 0 (computer)

(0 computer engineer) 1 lawyer 2 barman 3 hotel receptionist 4 gardener 5 sailor 6 dentist 7 teacher 8 pilot

a It may have to come out; we might well not be able to save it.
b It should only be about ten minutes; then we expect the all-clear for take-off.
c With any luck we'll get a centimetre or two over the weekend. We could certainly do with it.
d Very light now, yes, but it might just get up later on, in which case...
e We may be able to get it overturned on appeal.
f It certainly won't be ready until the maid has been in.
g Is that it, or will you be wanting another?
h It will certainly improve if you try harder to imitate the patterns that native speakers use.
(i It may be necessary to take it away to put more memory in.)

3 Underline the option that can best complete each of the following sentences. Sometimes only one, sometimes both, are possible.

Example: They *won't most certainly / most certainly won't* approve of the scheme.

a *He'll no doubt be / He should be* late for the meeting.
b *She shall / She will* go on to greater things, I have no doubt.
c The whole team *may as well / might as well* give up and go back to carpentry.
d *Will / Shall* I in any way be exploited in this new position?
e I reckon they *ought to / might* just down tools and go home.
f It *shall / will* be touch and go whether she survives.
g The outcome *might / can* rest on this last handful of votes.
h I have to say that I *won't definitely / definitely won't* attend the meeting.

4 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence but using the word given.

Example: It's pointless going home now: it would be simpler to stay the night. **well**
You might as well stay the night.

a He's unlikely to have the common sense to ask for directions.
suppose
b I wouldn't have thought there's much chance of the package being here before Friday.
doubt
c I don't think we could expect that much of him.
asking
d I suppose it's possible that she will break the world record at the next meeting.
conceivably
e I can't see them finding the task insurmountable.
ought
f I think it's really quite likely that attitudes towards sunbathing will have to change soon.
well
g Might it be an idea if we pay the deposit for you?
like
h I don't foresee there being any major problems.
think

SECTION 2

True, untrue, possible: present and past

1 TRUE/UNTRUE

Present

In addition to predicting, we use *may, might, could* and *will* to say whether we think something is true or likely in the present:

*You **may / might / could very well** be right.* (= it's likely now) *You **may / might / could conceivably / possibly** have a point there.* (= it's not impossible) *That'll be my mother on the phone.* (= I'm quite sure) *Nikos'll be arriving in Brighton about now, I should think.* (= it's probable) *Surely he **won't** be there already?* (= I don't believe he is)

Past

We use *could have, will have, may have* and *might have* to speculate about the possibility of something happening in the past (see Unit 4, Section 2 for modals in the past):

*They **may have** finished already, for all I know.*
*The doctor **won't have had a** chance to look at your X-ray yet.*

- Sometimes we speculate about something that didn't happen but we feel there was potential for it to happen:
  *That wasn't a good idea – you **might have** hurt him.*
- Sometimes we speculate about what happened without knowing exactly what did happen:
  *You **may / might / could have** done just enough to scrape through.*

watch out!

- We use *may not / might not* to express possibility (see also Section 4). We use *could not* to talk about deduction (see 3 below) and ability (see Unit 4, Section 2):
  *I **might / may not** have her new phone number; let me check.* (= possibility)
  *He **couldn't** be there already – it's over thirty miles away.* (= deduction)
  *'How far is to London from here?' 'I **couldn't** say.'* (= ability)

2 IN MY OPINION...

We use *should* and *ought to* to give our subjective opinion about whether we think something is possible or true (see Section 1.3 for *should / ought to* for predictions):

*I've fixed your video and it **should / ought to** be working all right now.*

- However, we use *should* and *ought to* more commonly to give our opinion about whether something is right or not (see Section 3.2):
  *That table **shouldn't** be here. It **should** be over there. There **ought to** be another packet of sugar in that cupboard.*

3 DEDUCTION

When we give good reasons for thinking something is true or untrue, we use *must* and *can't* as opposites:

*He goes to Scotland every year for his holidays. He **must** like it.* (= I'm sure he does) *John **can't** possibly be seventy! He doesn't look a day over fifty.* (= I'm sure it isn't true)

- When we give reasons for making logical assumptions about the past, we use *must have* and *can't have*:
  *You look very relaxed – it **must have** been a good holiday. Where's Dominic? He **can't have** left already, can he?*
- We can also use *couldn't* and *couldn't have*:
  *They **couldn't** be asking for me – no one knows I live here.* (= disbelief)
  *He **couldn't have** taken it by mistake, could he?* (= doubt)

4 EXPRESSING ANNOYANCE

We can use *might have* and *could have* to express annoyance about something that happened:

*He **could / might** at least **have** offered to pay!* (= but he didn't)

? check

Which one of these sentences does *not* illustrate one of the points above?

a He'll probably be getting off the plane now.
b They must be enjoying themselves; just listen.
c You could have done the car a lot of damage.
d He may well come along later.
e I think that socket should work now.

Practice

1 Tick (✓) the pairs of sentences that express approximately the same idea. Put a cross (✗) by those where there is a clear difference in meaning.

Examples: x I may well have been a little bit late in arriving.
It's quite possible I was a little bit late. ✓

y We may not get there in time for the speeches.
We couldn't get there in time for the speeches. ✗

a This could be the chance we've all been waiting for.
This might be the chance we've all been waiting for.

b This may very well be the last chance for peace.
This might very well be the last chance for peace.

c That's probably the postman dropping in the weekly free newspaper.
That'll be the postman dropping in the weekly free newspaper.

d They won't have read our fax yet.
I doubt if they've read our fax yet.

e The exam results should be here by now.
The exam results should be here any day now.

f They must have taken a short cut to get here.
They had to take a short cut to get here.

g You could have done yourself a nasty injury.
You might have done yourself a nasty injury.

h The washing machine shouldn't be making such a strange noise.
The washing machine couldn't be making such a strange noise.

2 Tick (✓) the modal verbs that complete each of the sentences in this passage. One, two or all of them may be possible.

There *shouldn't/might not/ought not* (1) be a comma before the 'who' in this sentence, Kostas. Oh yes, you *may well/might well/will well* (2) say that writing English is not important for you. But you *could/may/might* (3) have to write a dissertation in English one day. Punctuation and spelling *should/could/may* (4) be quite a serious problem for you. But it *can/should/could* (5) always be possible for you to get full-stops in the right place. And it *can't/shouldn't/mustn't* (6) be that difficult to spell most short words more or less correctly. You *may/must/might* (7) not have realised how flexible English is. For example, you *may/should/can* (8) find 'organisation' spelt with an 's' or a 'z'. It makes life easier, doesn't it?

3 Combine each question and answer using *for* to make one sentence.

Examples: 'Was it a serious crime?' 'Well, the police have put quite a lot of men on the case.'
It must have been quite a serious crime for the police to have put so many men on the case.
'Does he work many hours?' 'I don't know, but I do know his wages are very low.'
He can't work very many hours for his wages to be so low.

a 'Was very much stolen?' 'Well, the bank's offering a reward of £50,000.'

b 'Was it an exciting match?' 'Well, half the spectators left at half-time.'

c 'Is it a good show?' 'Well, people have travelled an awfully long way to see it.'

d 'Is it a big school?' 'Well, there are over sixty teachers working there.'

e 'Has something serious gone wrong?' 'Well, the boss is ranting and raving like a madman.'

f 'Was it a major operation?' 'Well, they let her out of hospital the following day.'

4 Fill each of the blanks with a suitable word or phrase.

Example: I think *you may very* well have put your finger on the problem there.

a Our neighbours must ..... fortune on that new garden furniture of theirs.

b It couldn't ..... you spoke to; I wasn't even in the country at the time.

c It's well past dinner-time; surely the conference should ..... by now.

d She can't ..... very well to have left the party so early.

e I might ..... like this would happen.

f You could ..... know beforehand that you couldn't come.

SECTION 3

Necessity, duty and advice

1 NECESSITY

We use *must* and *mustn't* when we decide for ourselves what's necessary:

*You **mustn't** keep asking for my help all the time.* (= I don't want you to) *I really **must** be going: it's getting late.* (= I think I must)

- We can also use *must* and *mustn't* for impersonal necessity:
  *The lead **must** be connected properly or it won't work.*
- The strength of necessity varies with the situation:
  *All questions **must** be answered.* (= order) *You **must** see the film – it's really good.* (= advice) *We **must** get together sometime and talk this over.* (= suggestion)

have to

Although not a modal verb, we often use *have to* and *have got to* (more informal) before verbs to talk about necessity. *Have to* usually suggests that someone else decides what's necessary:

*The notice says we **have to** report to the manager's office.*
*I**'ve got to** go or my boss will wonder where I am.*

- Because *have to* isn't a modal, it has a past form, *-ing* form, infinitive form, etc. This means we can use it in more situations than *must*:
  *We **had to** break in because we'd forgotten our key.*
  *They'll **have to** hurry if they're not going to be late.*
  *I don't like **having to** wear a suit and tie.*
  *He pretended **to have to** leave early.*

2 DUTY AND ADVICE

We use *should* and *ought to* to express our opinion about what's right and wrong:

*Drivers **ought to** be more considerate to other road users.* (= it's their duty) *You **should** take this responsibility very seriously.* (= it's your duty)
*You really **shouldn't** be lifting heavy furniture at your age.* (= strong advice / criticism)

- To talk about the past, we use *should have* and *ought to have*. They suggest what happened in the past was wrong or unfortunate:
  *The Government **ought to have** listened.* (= they didn't)
  *You **shouldn't have** worked so hard.* (= you did)
- We use *shall* as well as *should* and *ought to* to ask for advice:
  *What **shall** I do? Do you think I **should** tell her?*

3 NOT NECESSARY

To say there is no obligation to do something we use *needn't, don't need to* or *don't have to*. In many instances there is little or no change in meaning, but:

- We generally use *needn't* when the authority comes from the speaker:
  *You **needn't** come this evening if you don't want to.*
- We generally use *don't need to* and *don't have to* when the authority doesn't come from the speaker:
  *You **don't need to / don't have to** carry an identity card.*
- To talk about the past, we use *needn't have* or *didn't need to / didn't have to*. *Needn't have* means 'you did, but it wasn't necessary':
  *You **needn't have** cooked so much food.*
- With *didn't need to / didn't have to* only the context tells us whether it actually happened:
  *I **didn't need to go** shopping, but I did, just for fun.*
  *I **didn't have to** do any extra shopping, so I didn't.*

4 OTHER VERBS FOR EXPRESSING NECESSITY AND ADVICE

Other verbs express necessity or advice:

*Hard hats **are to** be worn on this site.* (= necessity)
*All guests **will** vacate their room before 11 o'clock.* (= necessity)
*I **wouldn't** do that if I were you.* (= advice)
*You'd **better** phone home – they have news of your sister.* (= advice)

- We use *had better* for advice in a particular situation. *Should* and *ought to* can be more general:
  ✘ ~~*Employees had better give three months' notice.*~~
  ✓ *Employees **should** give three months' notice.*
  *You'd **better** give in your notice if you plan to leave.*

For other ways of expressing necessity, see Section 5.

? check

Which one of these sentences does not contain the idea of necessity, duty or advice?

a You'd better have a good excuse or you're in trouble.
b This film should be really good: it's had great reviews.
c You must try harder than that if you're going to make the team.
d You should have got up earlier – then you wouldn't be late.
e We may have to give in to their demands.

Practice

1 Tick (✓) the sentences below which express necessity, duty or advice.

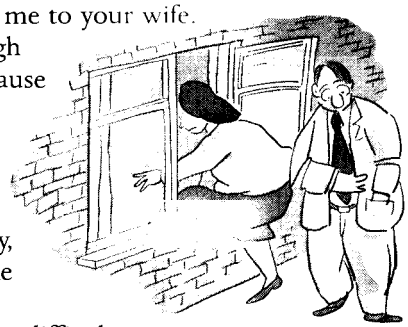
Example: It must be hard work on an oil rig, mustn't it? ✗
I must be on my way if you don't mind. ✓

a The filler must be hard before you can paint over it.
b You must be joking.
c It must have been offside because the goal was disallowed.
d Having to get up so early every morning is really getting me down.
e A bike is sometimes worth having to beat traffic jams in towns.
f Do you think I ought to give Dad a ring?
g Should you have any problems with your computer, give me a call.
h Doctors should respect their patients' wishes.
i Are you saying we needn't have gone to all this trouble anyway?
j He'd better not be late again!

2 Fill each of the gaps with *must* or a form of *have to* followed by a suitable verb.

Example: I really dislike *having to go* shopping at the weekend.

a Just recently I ..... down on my spending.
b You really ..... me to your wife.
c We ..... through the window because I had left my key inside.
d One day everyone ..... at the age of fifty, whether they like it or not.
e This exercise is so difficult one ..... a genius to do it.
f I didn't take the job because I ..... 50 hours a week.
g Come on, you ..... me drive you home.
h You ..... at your desk at nine sharp or else part of your salary ..... .
i You ..... for 26 weeks in the previous year to qualify for unemployment benefit.
j I find I ..... longer and longer on my homework at the moment just to keep up.



3 Tick (✓) each of the sentences in which *didn't need to* can be replaced with *needn't have* + *-ed*.

a It's sweet of you, but you really didn't need to buy me flowers.
b It's a good job we didn't need to be here earlier.
c It was strange that we didn't need to show our passports.
d You didn't need to come and pick me up: I could have got a taxi.
e There was a sofa in the other room: you didn't need to sleep on the floor.
f I didn't need to use cash; I had my credit card with me after all.

4 Finish each of the following sentences in two different ways so that they are as similar in meaning as possible to the sentence printed before them.

Example: If I were you, I'd have the lobster.
a I think you ought *to have the lobster.*
b You really should *have the lobster.*

1 Why ever did you go to so much trouble with the refreshments?
a You really needn't .....
b It really .....
2 There is to be no talking whatsoever during the examination.
a Candidates will not .....
b Silence is to .....
3 I really must be going now.
a I've absolutely .....
b I really mustn't .....
4 She should take some form of identification with her, shouldn't she?
a She'd .....
b It might be .....
5 It may be possible for you to go there without a visa after all.
a It may not .....
b You might not .....
6 Don't you think it's time we made our excuses and left?
a Hadn't .....?
b Oughtn't .....?

Unit three

Vocabulary

SECTION 4

Possibility, probability and certainty

Instead of using modals (see Section 2), we can express ideas of possibility, probability and certainty in other ways.

1 LIKELIHOOD

We can use a number of words and phrases to say how likely it is that something will happen. Here are examples:

- verbs and verbal phrases:
  *I **bet** you never write to her. **I'd stake my life on** his honesty. **I don't doubt** that he could do the job. **I can't see** the situation changing much in the foreseeable future. **I assume** he knows what he's doing.*
- adjectives and adjectival phrases:
  *He's **highly unlikely to** arrive before 9.*
  *He's **bound / certain / sure to** arrive at some point.*
- noun phrases:
  ***The chances are** that interest rates will fall in the near future. **There's every chance / likelihood** of interest rates coming down. **There's a strong / a distinct possibility** that interest rates will be reduced.*
- adverbs and adverbial phrases:
  ***Presumably**, he'll be back. **In all probability**, today. **Maybe** even this morning – **conceivably** within the next half an hour. **Doubtless** he'll ring first.*

1 Which of these sentences suggest that something is *likely* to happen?

a She's hardly likely to tell us what really happened, is she?
b There's an outside chance of a tornado hitting this region.
c I presume we'll be having our weekly meeting on Friday.
d I can't see why they shouldn't all pass.

2 IMPROBABILITY

We use a number of words and phrases to say how unlikely it is that something will happen. Here are some examples:

- verbs and verbal phrases:
  *I **wouldn't bet** on her coming first. **I doubt** if we'll meet again. In situations like that, climbers **don't stand a chance** of surviving. He **hasn't got a cat in hell's chance** of winning.* (= informal)
- adjectives and adjectival phrases:
  *She's **highly unlikely** to have survived the earthquake.*
- noun phrases:
  ***The prospects** of them surviving **are slim. I have my doubts. There's very little / no chance / likelihood** that the exchange rate will improve. **There's a slight / slim possibility** of her coming back. **Hopes are fading / Fears are growing** as to their chances of survival. **The odds are against** them coming out of their comas.*

2 Which of these sentences suggest that something is *unlikely* to happen?

a It seems odds on their getting married before the end of the year.
b There's not much chance of us catching a bus at this time of night.
c There's every likelihood of the government doing a U-turn.
d Don't bet on him staying until the end of the week.

Practice

1 Tick (✓) the sentences in which the speakers are optimistic that the project will go ahead.

a I have little doubt that the project has great potential.
b I must confess to a few reservations concerning the ultimate success of the project.
c I have my doubts as to the wisdom of going ahead with such a project.
d There's every chance that the doubts being expressed about the project will be unfounded.
e The odds are against such a project getting off the ground.
f It's odds on that the project will fall flat on its face.
g I do believe that, contrary to public opinion, the project has every chance of success.
h There's no way this project is going to see the light of day, I assure you.

i I wouldn't bet against this project being the best thing to happen to us since the Euro.
j Barring a miracle, this project is bound to hit the dust almost immediately.

2 Tick (✓) which two options in each item are possible to complete the sentences.

Example: I reckon there's a good *possibility* ✓ / *chance* ✓ / *likelihood* / *odds* the match will be cancelled.

a You'll have the *chance* / *possibility* / *occasion* / *opportunity* to look over the house tomorrow.
b I have my *doubts* / *uncertainties* / *beliefs* / *reservations* as to this applicant's suitability.
c The *chances* / *odds* / *possibilities* / *probabilities* are she will reject him.
d I'd *stake* / *offer* / *bet* / *invest* my mortgage on the fact that she's honest.
e Our new gardener's *bound* / *convinced* / *hoped* / *certain* to make a good job of cutting the hedge.
f The new student's *bound* / *likely* / *sure* / *confident* of passing the initial test.
g She's in *any* / *little* / *no* / *full* doubt as to the identity of the intruder.
h It doesn't look as *whether* / *though* / *how* / *if* the meeting's going to take place.
i There's a *distant* / *remote* / *far* / *distinct* possibility that I'll be able to help after all.
j There will almost *inevitably* / *probably* / *certainly* / *inconceivably* be some teething troubles initially.

3 Write full sentences from the prompt words, adding any necessary words and putting the verbs into a suitable form. (All the sentences contain the word *chance(s)*, not always expressing likelihood.)

Example: I / never / chance / go / university / I / your age. *I never had the chance to go to university when I was your age.*

a He / no chance / ever / persuade / her / marry / him.
b They / stand / much chance / A grade / as / I / become / Prime Minister.
c There / a chance / that / my company / send / United States / for a year.
d There / little chance / of / management / agree / employees' demands.
e No-one / have / a chance / yet / predict / outcome / this dispute / certainty.
f Is / there / chance / of my borrow / your bicycle / half an hour?
g The chances / that / the match / cancel.
h you / a chance / speak / the Personnel Manager / yesterday?

4 Fill each of the numbered blanks with one suitable word.

This will now almost ..... (1) prove to have been the driest April since the calamitous drought of 1924 and forecasters say the current spell is very ..... (2) to continue well into next week and quite ..... (3) beyond. A Met. Office spokesman suggested there was a slight ..... (4) of rain just after the weekend but admitted there is every ..... (5) that rain heading across the Atlantic ..... (6) miss Britain completely. If it does, ... (7) of further rain within the next fortnight are thought to be slim. John Field of the National Farmers' Union said that many farmers were clearly ..... (8) for the bankruptcy courts. 'The past few months ..... (9) have been easy for anybody,' he commented yesterday. 'But here in the north, it's been without ..... (10) the worst time anyone can remember. I haven't got the official figures but losses ..... (11) run into tens of millions of pounds. And that's ..... (12) to affect prices in the supermarkets very soon.' A ban on hose-pipes in all gardens now looks virtually ..... (13) and the supply of general household water may very ..... (14) have to be rationed in some areas. The Government will, in all ..... (15), issue an official statement sometime in the next twenty-four hours.

5 Rewrite these four sentences six times, each time incorporating one of the words listed below it. More than one sentence may be possible.

Example: in item a: *The odds are against him passing.* *He probably won't pass.*

a I don't think he'll pass.
odds
probably
unlikely
likelihood
doubt
doubts

b I'm pretty confident of her passing.
odds
probability
doubt
bound
prospects
surprised

c I doubt if we'll ever see him again.
likely
surprise
chances
chance
prospects
well

d No one can be at all sure of the outcome.
far
uncertainty
unpredictable
certainty
lap of the gods
tell

SECTION 5

Obligations

1 LEGAL AND INSTITUTIONAL OBLIGATIONS

We can express moral and legal obligations with verbs. Note that we often use the passive:

*Visitors **are not allowed / permitted to** picnic on the grass.*
*Smoking on these premises **is strictly forbidden.***
*Chewing gum **has been banned** from the canteen area.*
*José has **now been barred** from five different clubs.*
*Guests **are required to** vacate their rooms by midday.*
*You're **breaking the law.***

- We can express obligation or permission with adjectives:
  *Military service is still **compulsory** in many countries.*
  *Is her evidence **permissible** in court?*
  *Joining the union is not **obligatory.***
- We also use many prepositional phrases to express legal obligation:
  *Is this **within** or **outside the law**? Some people think they are **above the law**. You're **under no obligation** to say anything if arrested. It's **in your contract.***

2 MORAL OBLIGATION

- We can express obligation using nouns:
  *It's your **duty** to help them.*
  *You have an **obligation** to support your family.*
  ***There's no need to** feel guilty.*
- We can also express moral obligation using adjectives:
  *He was sent off for **illegitimate** use of the elbow.*
  *There has been talk of an **illicit** liaison.*
  *Their demands were (totally) **unreasonable.***
- We can also use verbs:
  *You're **supposed to** smile at all of your clients.*
  *You're **not expected to** leave a tip.*
  *You're **not obliged to** pay to go into the gallery.*

3 PERSONAL OBLIGATION AND FREEDOM OF CHOICE

- We use many common phrases to express personal obligation:
  ***It's your job to** make sure they all get back safely.*
  ***Isn't it your turn to** cook? **It's up to you** to tell him; after all, he's your brother. **It's all down to you** to decide if you're going.* (= you must decide)
- We also use a number of common phrases to suggest we have freedom of choice:
  It's up to you** what you wear. **You choose.** **Do as you wish.** **It's your choice.** **Nobody's forcing you.** **No one's telling you what to do.

1 Which point above – 1, 2 or 3 – do these sentences relate to?

a Please yourself.
b Do as you think fit.
c You needn't feel obliged to stay more than a few minutes.
d It's entirely your decision.
e Parking outside this exit is prohibited at all times.
f It's your life.

Practice

1 Fill in each of the following sentences with an appropriate word from the list.

compulsory obligatory illegitimate permissible illicit permitted illegal forbidden

a Psychologists maintain we are all tempted by the concept of ..... fruit.
b The referee deemed the punch ..... and disqualified him.
c It's ..... for children to buy cigarettes.
d The driver was found to have above the ..... level of alcohol in his blood.
e Were ..... affairs more or less common centuries ago than they are now, do you think?
f There are three ..... questions in the exam.
g Do you think 'I didn't see him yet' would be ..... in a composition?
h Is the use of hyphens in 'two-year-old child' ..... ?

2 Tick (✓) the underlined words or phrases that can complete each of the following sentences. Sometimes one will be possible, sometimes both.

a This sort of behaviour is <u>not acceptable</u> / <u>unacceptable</u>.
b It's always dangerous to take on <u>unqualified</u> / <u>disqualified</u> staff.
c The goal was <u>disallowed</u> / <u>not allowed</u> because of handball.
d Contributions to the pension scheme are <u>non-compulsory</u> / <u>not obligatory</u>.
e Smoking is <u>disallowed</u> / <u>not permitted</u> in the school.
f This song has been <u>barred</u> / <u>banned</u> by several radio stations.

g The evening activities are entirely optional / compulsory.
h It is extremely unwise / forbidden to touch these wires.
i He was disqualified / banned from driving for two years.
j If you did but know it, you're breaking the law / the rules.

3 Rewrite each of the following sentences using the two prompts that follow them so that it is as similar in meaning as possible to the sentence printed above it.

Example: You are responsible for ensuring that your equipment is in full working order.
down / make
It's down to you to make sure your equipment is in full working order.

a No one is going to force you to do anything you don't feel capable of.
compelled / up
b If he's broken the law, he can expect to be punished.
something / punishment
c You don't have to pay now if you would rather not.
under / prefer
d 'You mustn't pick things up and you really shouldn't touch anything at all,' the curator told us.
allowed / supposed
e The choice of restaurant for tonight's meal is entirely yours.
which / up
f Nobody's going to push you to decide here and now which college to go to.
pressure / choice
g 100% attendance on the course is not something we ask of you.
expect / all
h There are several bars that Richard is not allowed into any more.
number / barred
i The entertaining of guests in private rooms is strictly prohibited.
you / allowed
j Because you're the senior member of staff here, you should make the presentation.
being / up

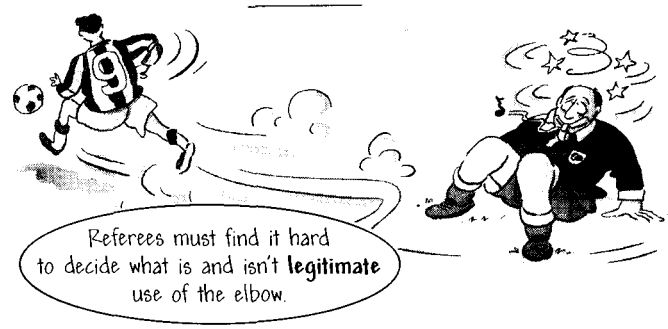
4 Write a prefix that makes the following words negative. Then write the negative word. (see Unit 5, Section 6 for more information on prefixes)

Example: legal *il = illegal*

a lawful	g rational	m essential
b permissible	h consistent	n acceptable
c reasonable	i manageable	o loyal
d reliable	j pardonable	p natural
e moral	k necessary	
f legitimate	l ethical	

5 Underline the word that can complete each sentence.

Example: Referees must find it hard to decide what is and isn't *legitimate* use of the elbow.
a legal **b** illicit **c** legitimate **d** glaring



1 I'm ..... to be outside the theatre before seven thirty.
a supposed **b** expected **c** having **d** permitted
2 You are ..... no obligation whatsoever to respond.
a in **b** on **c** under **d** with
3 Don't you feel you have a ..... to yourself to keep going?
a duty **b** pressure **c** reservation **d** compulsion
4 What is your attitude to the ..... of performance-enhancing drugs for athletes?
a legalising **b** legality **c** permission **d** allowance
5 There really is no ..... for this kind of over-the-top reaction.
a obligation **b** need **c** compulsion **d** requirement
6 In future you will do as you are ..... .
a said **b** obliged **c** told **d** required
7 We don't want to be seen to be ..... .
a compulsory **b** optional **c** obligatory **d** inflexible
8 Far be it from me to ..... down the law, but I think we need to pull our socks up.
a put **b** lay **c** write **d** set

Exam practice 3

1 Fill each of the numbered blanks in the passage with **one** suitable word.

How can you criticise somebody so that they ..... (1) do as you ask? The ..... (2) are that yelling at them is never going to work while constant complaining, on the other hand, ... (3) very ..... (4) sound like a victim-like, poor-me moan that gives no incentive for change. Of course, if you do feel ..... (5) to have a go at someone, go ahead, but it is rarely productive. Not only is it more or less ..... (6) to end in a row or a sulk, there's also the ..... (7) possibility it ..... (8) be ignored. Constructive criticism really ..... (9) to be adult, rational and reasonable. No wonder so many of us struggle with it: there's no ..... (10) it's much easier being unreasonable. But even if you ..... (11) manage to give criticism like an adult, it ..... (12) mean the recipient will feel under any ..... (13) to take it in the same way. In all ..... (14) you will be met by hurt eyes, slumped shoulders and a sad face. And when it comes to being on the receiving end yourself beware of being too hard on yourself afterwards. There is, admittedly, only a remote ..... (15) that you will go over the top by saying something like 'Oh dear, I made a mistake, my legs are too fat, I can't cook and my children will ..... (16) fail at school and I might as ..... (17) go and live in the garden and eat worms.' This, to put it mildly, is self-indulgent. Added to which you may ..... (18) persuade other people that you are right. It's absolutely ..... (19) to learn from the experience of being criticised. That way, when it's your turn to dish it out, you will, ... (20), make a better job of it.

SCORE _____

2 Finish each of the sentences in such a way that it is **as similar in meaning as possible to the sentence printed before it**.

a Getting the company to change their stand is probably beyond our capabilities.
I doubt .....

b There's every chance of industrial action being taken by the union.
The union .....

c As he's just gone on holiday, it looks as if the managing director isn't taking it seriously.
The managing director can't .....

d A lengthy dispute doesn't seem inevitable.
It may .....

e An early solution is apparently not beyond the bounds of possibility.
It might .....

f Financial hardship is certainly on the cards for thousands of workers.
Thousands of workers .....

g It's possible the looming crisis won't ever actually materialise.
It's not beyond .....

h It will come as no surprise, I'm sure, to learn that there's strong pressure to call it off.
I'm sure you .....

i The only explanation for him being so late is that his train was delayed.
His train .....

j There is no way he got the news from me as we haven't spoken.
He .....

SCORE _____

3 Fill each of the blanks with a suitable word or phrase.

a The Prime Minister really ..... something now before unemployment gets too high.
b There's only an outside ..... match will be cancelled.
c Dominic ..... possibly get home in under half an hour, could he?
d You really ..... out more: you can't stay in with your computer all the time.
e You'd ..... me a call later to tell me how it's going.
f I'm afraid I absolutely ..... – I'm late as it is.
g It's so cold in here: someone ..... the heating off.
h You really will ..... work a lot harder if you want to stand any chance of passing.
i But I've just been cooking for you. You ..... me you'd eaten already!
j It was very kind but you really ..... to so much trouble just for me.

SCORE _____

4 Circle the word or phrase which best completes each sentence.

1 The prospects of picking up any survivors are now ..... .
A thin **B** narrow **C** slim **D** restricted

2 She may win and surprise us all but I wouldn't ..... on it.
A guess **B** back **C** stake **D** bet

3 Hopes are ..... of finding the missing boat.
A darkening **B** going **C** fading **D** draining

4 The mayor expressed strong ..... as to the necessity for the new ring road.
A scruples **B** reservations **C** hesitation **D** proviso

5 His happy-go-lucky attitude means that on the field he exhibits a ..... disregard for the rules.
A required **B** glaring **C** permissible **D** flagrant

6 The silver medallist was later ..... for running outside her lane.
A banned **B** disqualified **C** disallowed **D** outlawed

7 Owen's second goal was ..... because he was off-side.
A banned **B** disqualified **C** disallowed **D** outlawed

8 All commercial kitchens must satisfy the stringent ..... of the health authorities.
A requirements **B** needs **C** terms **D** qualifications

9 I think that Tolstoy should be ..... reading for anyone interested in literature.
A necessary **B** compelled **C** required **D** legal

10 I suppose he could ..... have reached the summit on his own, but I doubt it.
A conceivably **B** credibly **C** imaginatively **D** believably

SCORE _____

TOTAL SCORE _____

Unit four

Modal verbs 2

Entry test

1 Fill each of the gaps with a suitable word or phrase.

EXAMPLE: Despite all our encouragement, the horse ***would not come*** out of the box.

a I really ..... you back soon, I promise.
b Rather annoyingly, my teenage son ..... insist on playing loud music first thing in the morning.
c My grandfather always ..... think that reading books was a waste of time.
d You ..... a hand, could you?
e If I were to pay you more, ... to do the job then?
f Would ..... as to pass me that spanner?

SCORE

FOR *WILL*, *WOULD* AND OTHER MODALS EXPRESSING INTENTION, WILLINGNESS, FREQUENCY AND HABIT, SEE SECTION 1.

2 Fill the gaps with a suitable word or phrase.

EXAMPLE: I might ***be able to*** try and sort things out, if I get time.

a Unfortunately, I ..... to get what I wanted in the supermarket.
b I'd like ..... to cook as well as my father.
c My mother ..... me some money if she'd wanted to, but she didn't.
d Even if I had known what time you were arriving, I ..... get to the station to meet you.
e The students asked if ..... let off lessons that afternoon.
f I wonder ..... have everybody's attention for a moment, please.

SCORE

FOR *CAN*, *COULD* AND OTHER MODALS EXPRESSING ABILITY AND PERMISSION, SEE SECTION 2.

3 Fill each of the gaps with a suitable word or phrase.

EXAMPLE: If you ask me, we ***ought to have got*** there by now: we must be lost.

a I don't really think it is absolutely ..... all of us should be there.
b We cleared all the furniture off the balcony for ..... should rain in the night.
c Just in ..... think that the job is finished, may I point out that there's all the washing up to do.
d I didn't ..... tall as you are.
e That was a close shave: it ..... complete disaster if she'd found out.
f You really ..... me you weren't going to be there: I waited for you for ages.
g It turns out we ..... about missing your appointment as it's not until next week.
h By the time we land, I reckon we ..... in the air for about fourteen hours.

SCORE

FOR SPECIAL USES OF *SHOULD* AND MODALS IN THE PAST, SEE SECTION 3.

TOTAL SCORE

OVERVIEW

For basic grammar information for modals, see Unit 3, Overview.

MAIN USES OF MODALS 2

Here is a list of uses dealt with in this Unit with examples. For other uses, see Unit 3, Overview.

Intention, willingness See Section 1

*If you **would** step this way.*
***Shall** I help, or can you manage?*
I'll give you a hand with that.
*I **will** finish this, I promise.*
*You **couldn't** give me a hand, **could** you?*
*The horse **wouldn't** jump the fence.*
I'll resist their attempts to take over for as long as I have to.

Frequency, habit See Section 1

*He **will** often stop to chat and see how we are.*
*When I was at university, I **would** sometimes work all night.*
*I **used to** love cooking, but I never get the time nowadays.*

Ability See Section 2

*Can you swim? I **could** if I tried.*
*They thought they **could** persuade me, but they **can't**.*

Permission See Section 2

***May** I go? Yes, of course you **can**.*
***Could** I possibly use your phone. I'm sorry, you **can't**.*

Special uses of *should* See Section 3

*I suggested they **should** try again later.*
*I **should** imagine we'll be home in time for dinner.*

(For an alphabetical list of modals with their meanings, see pages 64–67.)

watch out!

Key difficulties with meanings:

- The same modal can express different meanings or perform different functions:
  *You **must** phone me as soon as you get back.* (= giving orders)
  *He's not here – he **must** have left.* (= expressing certainty)
- Different modals can express similar meanings:
  ***Shall** I carry that for you?* (= willingness)
  ***Would you like me to** carry that for you?* (= willingness)
- The exact meaning can change according to context or intonation:
  ***Would** you open the window for me, please?* (= polite request)
  ***Would** you stop making that noise immediately!* (= order)
- Modals can affect the level of formality and politeness (see Section 2):
  *'**May** I leave early today?' 'Of course you **can**.'*
  ***Could I possibly** use your phone?*
  ***I wonder if I might** have your attention for a moment.*
- A sentence can have two possible meanings according to the way it is spoken, or the knowledge people have of the situation:
  *You **might have** told me.* (= 'Perhaps you did, I can't remember' or: 'Why didn't you? You should have')

MEANINGS OF MODAL VERBS

Here is a quick reference to the meanings of modal verbs. For basic grammar information, see Unit 3, Overview; for key difficulties with meaning, see the Watch out!, Unit 4, p.63.

Modal	Meaning / Use	Example
can	ability	***Can*** *you play the piano?*
	theoretical possibility	*Anyone* ***can*** *make a mistake.*
	permission	***Can*** *I leave early, please?*
	requests	***Can*** *you give me a hand?*
	offers	***Can*** *I help you out?*
can't / cannot	inability	*I* ***can't*** *play the piano.*
	possibility	***Can't*** *you come any earlier?* (= isn't it possible)
	prohibition	*You* ***can't*** *leave until I say so.*
	deduction	*This bill* ***can't*** *be right.*
can't have	deduction	*She's gone to the wrong door – she* ***can't have*** *seen the sign.*
could	past ability	*The shop had nothing that I* ***could*** *afford.*
	possibility	*There* ***could*** *be trouble if the government tries to force this measure through.*
	requests	***Could*** *you give me a hand?*
	asking for permission	***Could*** *I leave a bit early today?*
	permission in the past	*When I was young, I* ***could*** *stay up late at weekends if I promised to be good.*
	deduction	*That* ***could*** *be John's car I can hear – he said he was coming.*
	idiomatic	*You* ***could*** *at least tell me what they said.* (= I think you should...)
couldn't	past inability	*I* ***couldn't*** *walk until I was nearly two.*
	impossibility	*I* ***couldn't*** *eat another thing!*
	requests	***Couldn't*** *you try again?*
	prohibition in the past	*My mum used to insist that we* ***couldn't*** *go out until we'd tidied our bedroom.*
	deduction	*It* ***couldn't*** *be Joe, could it? I thought he was away on business.*
	idiomatic	*I* ***couldn't*** *agree more!* (= I strongly agree)
could have	possibility in the past	*Your actions* ***could have*** *had serious consequences.*
	annoyance	*You* ***could have*** *told me!* (= I wish you had told me)
		I ***could have*** *murdered him!* (= I was very angry with him)
couldn't have	impossibility in the past	*He* ***couldn't have*** *taken your car by mistake because he didn't have the keys.*
	idiomatic	*It* ***couldn't have*** *been better.* (= It was perfect)
may	possibility	*We* ***may*** *go to France next year.*
	expressing hopes	***May*** *you both be very happy.*
	permission	*You* ***may*** *go when you've finished.*
	offers	***May*** *I be of any assistance?*
	concession	*They* ***may*** *live next door but we hardly ever see them.*
may not	possibility	*We* ***may not*** *go to France this year.*
	prohibition	*You* ***may not*** *go until you've finished.*
	concession	*I* ***may not*** *be very intelligent but I can work out the answer to that question.*
may have / may not have	possibility in the past	*They* ***may not have*** *left yet.*
	concession	*He* ***may have*** *written books on the subject, but that doesn't mean he's a world expert.*

Modal	Meaning / Use	Example
might	We use ***might*** as the past form of *may* after Past tense verbs	*He said he **might** come with us.*
	possibility	*This expedition **might** be quite dangerous.*
	suggestions	*You **might** try phoning directory enquiries.*
	requests	***Might** I borrow some money?*
	annoyance	*You **might** at least say you're sorry!*
	concession	*He **might** seem rude, but he's not really.*
might not	We use ***might not*** as the past form of *may not* after Past tense verbs	*He said he **might not** come with us*
	possibility	*You **might not** like it.*
	concession	*He **might not** wear glasses, but his eyesight is not perfect either.*
might have	possibility in the past	*They **might have** been trying to contact us.*
	annoyance	*You **might have** told me!* (= I wish you'd told me)
	concession	*She **might have** worked hard, but you wouldn't know it from her results.*
might not have	possibility in the past	*They **might not have** noticed the sign.*
	concession	*She **might not have** done all the work, but she certainly got good results.*
must	deduction	*What's that noise? It **must** be raining.*
	obligation	*You **must** take your shoes off in here.*
	necessity	*The wires **must** touch or it won't work.*
mustn't	prohibition	*You **mustn't** worry – you'll be fine.*
must have	deduction in the past	*I **must have** left my wallet in the car.*
	necessity in the past	*In order to qualify for the job, you **must have** had several years' experience.*
mustn't have	necessity in the past	*You **mustn't have** had any driving convictions or you won't get the job.*
shall	prediction (*I* and *we*)	*I think we **shall** get back early next week.*
	intention (*I* and *we*)	*We **shall** give our final decision tomorrow.*
	offers (*I* and *we*)	***Shall** I give you a hand?*
	official orders	*All the candidates **shall** remain in their seats until the end of the examination.*
	asking for advice	*What **shall** we do now?*
shan't	prediction	*We **shan't** get back much before ten.*
	intention	*I **shan't** let him do that again.*
shall / shan't have	prediction	*We **shall have** finished by this evening.* (= Future Perfect)
		*We **shan't have** another opportunity if we don't win today.*

(continued)

Modal	Meaning / Use	Example
should / ought to	(those uses marked * are also appropriate to *ought to*)	
	giving your opinion*	*The traffic **should / ought to** be lighter today.*
	expressing doubt	*I **should** think it will rain today.*
	advice*	*You **should / ought to** go out more often.*
	obligation* (duty)	*People **should / ought to** treat each other better.*
	instructions	*All visitors **should** report to reception.*
	conditional (see Unit 5, Section 3.4)	*If anyone **should** phone / **Should** anyone phone, tell them I'll be back this afternoon.*
	with *that*-clauses after certain verbs	*I suggested that he **should** take a break.*
	with *that*-clauses after adjectives	*It is essential that you **should** contact us.*
	in purpose clauses expressing doubt	*They spoke quietly so that nobody **should** hear what they were saying.*
shouldn't / oughtn't to	(those uses marked * are also appropriate to *oughtn't to*)	
	advice*	*You **shouldn't / oughtn't to** drive so fast.*
	obligation* (duty)	*People **shouldn't / oughtn't to** be so aggressive.*
	giving your opinion*	*The traffic **shouldn't / oughtn't to** be too bad today.*
	with *that*-clauses after certain verbs	*I suggested that he **shouldn't** work so hard.*
	expressing doubt	*I **shouldn't** think he'd enjoy it.*
should have / shouldn't have / ought to have / oughtn't to have	advice in the past	*You **should have** told me before.*
	giving your opinion* about the past	*The traffic **should have / ought to have** been lighter earlier today.*
	expressing doubt about the past	*I **shouldn't have** thought he'd have enjoyed it.*
	obligation* (duty) in the past	*You **should have / ought to have** been there hours ago.*
		*They **shouldn't have** driven so fast.*
	with *that*-clauses after certain verbs	*I suggested that he **should have** taken a break.*
will	prediction	*They'll be here soon.*
	predicting the present	*They'll be there by now.*
	truths and facts	*This car **will** only run on unleaded petrol.*
	obligation / orders	*All passengers **will** proceed to Gate 7 immediately.*
	habits	*She'll always try to help you whenever she can.*
	annoying habits	*He **will** smoke when I'm trying to eat.*
	willingness	*I'll give you a hand if you like.*
	intention	*I'll put the letter in the post this evening.*
won't	prediction	*They **won't** be here for a while.*
	predicting the present	*They **won't** be there yet.*
	truths and facts	*This car **won't** start.*
	refusal	*He **won't** join in unless he's first.*
	intention	*I **won't** come this evening, I'm afraid.*
will have / won't have	prediction	*I **won't have** finished this book by this evening.*
	predicting the past	*They'll **have** easily got there by now.*

Modal	Meaning / Use	Example
would	prediction	*They said they **would** be here soon.*
	predicting the present	*I thought they'**d** be there by now.*
	describing imaginary situations	*You'**d** look better with your hair shorter.*
	(For ***would*** in conditionals and after *wish*, see Unit 5, Sections 3.3, 4.2.)	
	habits in the past	*She **would** always try to help you.*
	annoying habits in the past	*He **would** smoke when I was trying to eat.*
	requests	***Would** you open the door for me?*
	intention in the past	*He said he'**d** put the letter in the post later.*
	(we use *would* as the past form of *will*, e.g. in reported speech)	
	typical (annoying) behaviour	*It **would** start raining just as we went out.*
	advice	*I'**d** talk to him about it if I were you.*
wouldn't	prediction	*They said they **wouldn't** be here for ages.*
	predicting the present	*I thought they **wouldn't** be here yet.*
	describing imaginary situations	*You **wouldn't** say that if you'd met him.*
	refusal in the past	*He **wouldn't** do what I asked.*
	requests	*You **wouldn't** open the door for me, would you?*
	intention in the past	*He said he **wouldn't** be coming tonight.*
	(we use *wouldn't* as the past form of *won't*, e.g. in reported speech)	
	advice	*I **wouldn't** do that if I were you.*
would have / wouldn't have	events in the past which didn't happen	*I'**d have** met you at the station if I'd known you were coming.*
	or which did happen	*I **wouldn't have** told you if I'd known you'd be so upset.*
	tentative thoughts	*I'**d have** thought he'd have jumped at the chance.*
	deductions in the past	*I first went to Italy when I was at University; that **would have** been in 1982.*
	(we use *would / wouldn't have* as the Past form of *will / won't have*, e.g. in reported speech after Past tense verbs)	*He promised he **would have** posted it before five o'clock.*

SECTION 1

Intention, willingness, frequency, habit

1 INTENTION AND REFUSAL

We use *will* and *would* (past or conditional) to express willingness or intention to do something. The precise meaning varies according to the context:
*I really **will** be good, I promise.* (= promise) *I'll leave if you say that again.* (= threat) *I **will** get there in time if it's the last thing I do.* (= determination) *I **won't** be staying long.* (= intention or promise not to) *'Lend me five pounds.' 'No, I **won't**.'* (= refusal) *My father **wouldn't** help me out financially.* (= past refusal) *I'd give you a hand with the washing up if I wasn't rushed off my feet.* (conditional willingness)

- We occasionally use *shall* with *I* and *we*:
  *I told you I'd succeed and **I shall**!* (= strong intention)
- We use *won't* and *wouldn't* to talk about machines 'refusing' to work properly:
  *This programme **won't** work with your computer.*
  *My car **wouldn't** go this morning – I think it's the battery.*

2 OFFERS AND REQUESTS

We can use *will* and *would* to offer to do something:
I'll do that for you – it's no problem. (= offer)
*Markus said he **would** help me.* (= past offer)

- We also use other modals to make offers:
  ***Can** I help?*
  ***Would** you like a hand with your luggage?*
  ***Shall** I carry that for you?*
  ***May** I be of any assistance?* (= formal)
- We can also ask if someone else is willing to do something by making requests:
  *You **wouldn't** mind giving me a hand, would you?* (= tentative) ***Would** you mind giving me a hand? You **couldn't** give me a hand, could you? Do you think you **could** give me a hand? **Can** you give me a hand? Give me a hand, **would** you?* (= more direct)
- Note that we don't use *May you...* or *Shall you...* to make requests.
- We can ask very politely or formally using:
  ***Would you be so kind as to** hold this for me?*
  ***Would you be kind enough to** hold this for me?*
- We can also use *be willing to*, especially if there's the possibility that the intention won't be carried out:
  ✘ ~~*I will help, but I don't have time.*~~
  ✓ *I'm **willing** to help, but I don't have time.*
- We use *may*, *might*, and *would* with *be willing to*, *be prepared to*, etc. to make very tentative offers:
  *I **might be willing to** make a few contacts for you, at a price.*
- We can use *would* and *might* with *be willing to*, etc. to make requests:
  ***Would** / **Might** you **be willing to** do the job if I offered you another ten percent?*

3 FREQUENCY

We use *will* to talk about habits and typical behaviour in the present:
They'll spend hours on the phone to each other every night. (= they often do)

- We use *would* to talk about past habits and typical behaviour in the past:
  *Every morning I **would** get up at the crack of dawn and take the dogs for a walk.*
- When stressed, *will* and *would* express the speaker's annoyance at the habits:
  *She **will** play her music loudly when I'm trying to work. They **would** keep talking when I just wanted to go home.*
- *Used to* is similar to *would*. Note that words such as *never*, *always*, etc. commonly change position:
  *My dad **would always** / **always used to** read me a story before I went to bed.*
- But, we only use *used to*, not *would*, to talk about states:
  ✘ ~~*I would be much slimmer when I was a young child.*~~
  ✓ *I **used to** be much slimmer when I was younger.*

? check

Write (I) next to any sentence which refers to intention or refusal, (O) next to any which contains offers or requests, and (F) next to any which refers to frequency.

a If all goes well, I'll be there just before six.
b Shall I open the window?
c Tomorrow, as always, I'll get up and do my homework before breakfast.
d This door simply won't open.
e Ian said he'd give us a hand to clear up.

Practice

1 Match the direct speech (1–6) with the report (e–f).

Example: 0 I'll give you a lift. *g* She offered to ...
You write: 0 *g*

(0 I'll give you a lift.)
1 I'll write to you every day.
2 No, I won't pay and that's that.
3 I'll report you to the authorities!
4 You'll be sorry if you touch that.
5 Could you take the other end of this for me?
6 Couldn't you possibly for once turn a blind eye, please?

a He begged me to ...
b They warned me not to ...
c She just asked me to ...
d She promised to ...
e He threatened to ...
f She refused to ...
(g She offered to ...)

2 In each item below one or two options may be possible to complete the sentence. Underline those that are possible.

Example: I *may* / *might* / *will* be willing to spare you half an hour this afternoon.

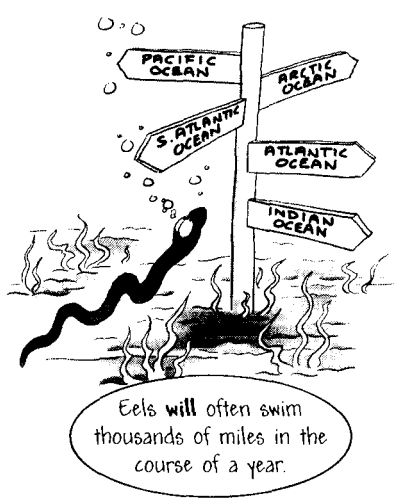
a *Might* / *Can* / *Would* you mind lifting your feet for a moment while I hoover?
b *May* / *Could* / *Would* you be so kind as to give me some advice?
c *Shall* / *Will* / *Can* I carry that rather heavy-looking case for you?
d *Will* / *Could* / *Can* you possibly come back a little later?
e *May* / *Would* / *Might* you be willing to refund the money we have already paid you?
f Do you think you *will* / *may* / *could* stand a little further away?

3 Fill each of the blanks with the appropriate animal from the list. Write which use of *will* or *would* the sentences illustrate.

Example: Eels will often swim thousands of miles in the course of a year. *Typical behaviour*

(eels) pigeons bees whales rhinoceroses cats

a Poachers will do almost anything to get hold of the horn of white ..... .
b ..... will usually lick their kittens almost non-stop in the early days of their lives.
c Hundreds of years ago, passenger ..... would blacken the skies of North America.
d ..... will occasionally be found beached on a shore, having lost the rest of the school.
e There's a theory that ..... will never sting you unless provoked.


PACIFIC OCEAN
ARCTIC OCEAN
S. ATLANTIC OCEAN
ATLANTIC OCEAN
INDIAN OCEAN
Eels will often swim thousands of miles in the course of a year.

4 Put a tick (✓) beside the sentences in which *would* could replace *used to*. Put a cross (✘) beside the others.

Example: Switzerland used to be part of Austria. ✘
In the past several families used to live in the same house. ✓

a Family values used to be quite different in those days.
b It used to be quite normal for cousins to marry.
c Generally speaking, these marriages used to succeed as well as any others.
d People used to have different ideas about family relationships then.
e The father used to farm and hunt and the mother used to look after the home.

5 Rewrite each of the following sentences using the two prompt words printed underneath it.

Example: I'd like to help but unfortunately it's not possible.
wish / I
I wish I could help but unfortunately I can't.

a Could you possibly help me with the dishes?
possible / hand
b Our previous cat would only go out if the door was opened specially for him.
used / unless
c He threatened to tell my wife unless I admitted to everything.
said / if
d Shall I pay by cheque or would you rather I paid cash?
like / prefer
e I'd be very grateful if you could forward any letters to the above address.
appreciate / kind

SECTION 2

Ability, permission

1 ABILITY IN THE PRESENT AND FUTURE

Can is the most common modal we use to talk about ability:

*I **can** give you a lift this evening if you like.*
***Can** you pick up spiders?*

CAN OR *BE ABLE TO?*

We sometimes use *be able to* with the same meaning as *can*:

*I **can't / am not able to** give you an answer at the moment.*

- We use modals like *will* with *be able to* as a future form of *can*:
  *One day people **will be able to** go for a holiday on the moon. I **might be able to** help you.*
- We also use *be able to* in the infinitive and *-ing* form. We sometimes use verbs like *feel* and *seem* instead of *be*:
  *I'd like **to be able to** write as well as that. I like **being able to** do exactly what I please. I don't **seem able to** find the energy for playing football these days.*
- We commonly use *can*, not *be able to*, with the meaning 'know how to', and with verbs related to the senses like *see, hear*:
  ***Can** you read music? I **can** smell something burning.*
- *Could*, and sometimes *would be able to*, are common in conditional sentences. *Could* is more tentative than *can*:
  *I **could** come a bit earlier if that would be helpful.*

2 THEORETICAL POSSIBILITY

Rather than expressing ability, we sometimes use *can* to say that something is possible in theory:

*Speaking in public **can** be quite traumatic for many people. It **can** still be very hot in Egypt in September.*

3 ABILITY IN THE PAST

Could

We often use *could* as a past form of *can*:

*I **could** hear a noise and went outside.*

Could have or *was able to?*

We use *could have* to say we were able to do something, but in fact we didn't:

*He **could have** helped me, if he'd tried.* (= but he didn't)

- For general ability in the past we also use *was able to*, though *could* is more common:
  *I **could / was able to** swim when I was five years old.*
- For a specific event showing success after trying, we use *was / were able to, managed to* or *succeeded in*, but not *could*:
  *I **was able to / managed to** solve her problems for her.*
- We can also express conditional past ability with *would have been able to*:
  *I **wouldn't have been able to** find her in that crowd even if I'd known she was there.*

Couldn't have

We use *couldn't have* to say we were not able to do something so we didn't:

*He **couldn't have** helped me anyway.* (= he didn't)

4 PERMISSION

We use *can* and *could* as well as other modals to give and ask for permission:

***Can** I go now? No, you **can't**. I won't let you.*
*They asked if they **could** go.*

5 POLITENESS AND FORMALITY

When giving or asking for permission, or making requests or offers, the degree of politeness or formality depends strongly on the situation, stress and intonation, and who is speaking to whom. As an approximate guide, *may* and *might* are more polite and formal; *could* and *would* are more polite than *can* and *will*:

*'**Can** I leave early today?' 'Of course you **may**.'*
***Could** I possibly use your phone?*
*Visitors to the college **may not** enter private rooms.*

- We often use *might* with *wonder*:
  ***I wonder if I might** have your attention for a moment.*
- However, because *may* and *might* are formal, they can sound aggressive or sarcastic:
  ***Might** I suggest that you talk to the manager about it?*
  *And where have you been, **may** I ask?*

? check

Which of these sentences does not express ability, theoretical possibility or permission?

a You may leave the room when you have finished.
b May I be of any assistance?
c I can't open this door: it's stuck.
d I could have told him last week if he'd asked me.
e Believe it or not, crocodiles can make good pets.

Practice

1 Rewrite the following sentences using a modal. More than one modal may be possible.

Example: Is there any chance of me borrowing your Walkman tomorrow afternoon?
Can / Could / May I borrow your Walkman tomorrow afternoon?

a Is it all right if I miss the first few minutes of tomorrow's meeting?
b I wish my writing in English was better.
c One day soon, Internet access is sure to be available to every schoolchild.
d I knew how to swim before I was three.
e A wasp sting was sometimes a cause of death in those days.
f These photocopiers have proved to be quite temperamental.
g The journey here took us twice as long as it needed to.
h Even if they'd wanted to land at Heathrow, it was impossible because of the fog.
i And what is this baby doing sitting on my desk, if you don't mind my asking?

2 Arrange each of the following comments using *can't* into five groups according to their basic meaning. One group will have five comments, the others two each. Two have been given as examples.

(I can't believe it.)
(I can't take it in.)
a I can't understand it.
b I can't manage.
c I can't help it.
d I can't get over it.
e I can't stop myself.
f I can't work it out.
g I can't bear it.
h I can't cope.
i I can't take it.
j I can't put it out of my mind.
k I can't stand it.
l I can't face it.
m I can't put up with it.

1	2	3	4	5
I can't believe it. *I can't take it in.*				

3 Fill each of the gaps with a form of *be able to* followed by an appropriate verb.

Example: I don't think I *will be able to drive* you to the airport.

a I ..... never ..... out the difference between a PC and a Mac.
b I would really love ..... myself more interestingly on paper.
c You ..... him on this number, but I have my doubts.
d They ..... just ..... the drowning man to safety, thank goodness.
e If you don't feel ..... a contribution, just say so.

4 The outgoing President is in bullish mood. Complete his claims with *could, was / were able to, have been able to* or *could have* plus an appropriate verb.

Example: No one *could have done* more than I have to increase this country's standing in the world.

a In my first term of office I ..... this country back on its feet after my predecessor's mistakes.
b In this second term I ..... in the most exciting new legislation this country's seen for decades.
c With anyone else in power, there ..... economic chaos.
d I ..... my head up high throughout my presidency.
e I ..... any allegations you care to make against me.
f I ..... new measures which will eventually make the world a far better place.

5 Rewrite the sentences twice using the words given.

Example: He was only able to throw a tantrum like that because he was the boss.
couldn't wouldn't
He couldn't have thrown a tantrum like that if he hadn't been the boss.
He wouldn't have been able to throw a tantrum like that if he hadn't been the boss.

a I hope one day we can meet again in more favourable circumstances.
possible able
b Some supermarket beef tends to be rather tough.
can tendency
c Would you be so kind as to send this out to all your major clients?
enough wonder
d Maybe I could have helped you.
able possible
e In the end we were able to communicate with sign language.
managed succeeded

SECTION 3

Special uses of ***should****; modals in the past*

1 SPECIAL USES OF *SHOULD*

We often use *should* in *that*-clauses after verbs connected with suggestions, requests or orders:
I suggested that he ***should*** *take a break.*
They insisted I ***should*** *take a pay cut.*

- Other verbs we often use with *should* include:
  demand propose urge require
  recommend decide maintain warn
  In more formal English, we can omit *should* in *that*-clauses. (See Unit 5, Section 1.1)
- We also use *should* in *that*-clauses after adjectives connected with importance, e.g. *It is important that...*, or personal reactions, e.g. *I was surprised that...* . We use *should have* to talk about the past:
  It's essential that you ***should*** *contact us as soon as you have any information.*
  He found it astonishing that anyone ***should have*** *wanted to buy such an ugly present.*
- Other adjectives we commonly use with *should* in this way include:
  important necessary surprising normal
  sorry horrified interesting worried
  Again, we can omit *should*.
- We sometimes use *should* in purpose clauses (see Unit 6, Section 2) after conjunctions like *so that, in order that, in case, for fear that, lest*:
  They spoke quietly ***so that*** *nobody* ***should*** *hear what they were saying. He disguised himself* ***lest he should*** *be recognised.*
- We also use *should* before certain verbs, e.g. *imagine, think, say, hope*, to express concepts about which we are not certain:
  I ***should imagine*** *we'll be home for dinner.*
  (See Unit 5, Section 1.1 for Present subjunctive and alternative *should*.)

2 MODALS IN THE PAST

Could, would, might

Could and *would* are the only two modals we commonly use on their own to refer to the past:
I ***could*** *drive a tractor before I knew how to drive a car.* (= ability) *We* ***couldn't*** *leave the building during the lunch break.* (= permission)
Every morning I ***would*** *get up early and feed the chickens.* (= habitual behaviour) *I* ***wouldn't*** *do what I was told.* (= refusal)

- We also use *might* occasionally:
  In those days, they came for lunch and ***might stay on*** *for supper.* (= possibility)

Modal Perfects

Other modals may refer to the past when used with the Perfect (*have* + *-ed*). We use modal Perfects in three ways:

- to speculate about events, or imagine the opposite had happened:
  I ***would have talked*** *to him but I didn't have time.*
  You ***should have told*** *me you were coming.*
  They ***ought to have informed*** *us of the change.*
  We were lucky – the whole thing ***could have ended*** *in disaster.*
  You ***needn't have gone*** *to so much trouble.*
  You ***might have warned*** *me.*
- to talk about past events when we are not sure whether they happened or not:
  I can't find my diary anywhere – I suppose I ***could have left*** *it at home.* (= it's possible) *She may have* ***phoned*** *my office after I left.* (= it's possible)
  She ***can't have left*** *already!* (= I don't think she has)
  She ***must have given*** *it to someone else.* (= I'm almost certain) *They* ***might have gone home*** *by now.* (= it's possible) *They* ***should have got there*** *by now.* (= I think so)
- to talk about possibility in the present and future. This is a form of the Future Perfect (see Unit 1, Section 2.2):
  You ***should have*** *already* ***gone*** *through immigration by the time I get to the airport.*

? check

Identify these uses of *should* in the following sentences. Write the appropriate number.

1 after adjectives **2** after a verb **3** after conjunctions **4** referring to the past **5** before a verb

a For fear that they should ask him again, he pretended to be deaf.
b I'm worried that they should think I've not been telling the truth.
c I maintain we should continue for the time being.
d I should think it gets quite cold at night here, doesn't it?
e I should have known you'd be involved somehow.

Practice

1 Rewrite each of the following sentences in each pair (a–b) using *should* and one of the words listed. You may want to change the form of verbs.

Example: **incredible**

a The new trainer wants to hand in his notice already? I just don't believe it.
It's incredible that the new trainer should want to hand in is notice already.

1 **important normal**
- **a** Some students tend to feel a little homesick in their first week here. I can understand that.
- **b** Children must be taught the difference between right and wrong. I believe that strongly.

2 **odd bewildering**
- **a** Why has he complained now, right at the end of his course? I just can't work it out.
- **b** I wonder why she left without saying anything. I'd really like to know.

3 **insisted warned**
- **a** 'Don't let your feelings run away with you, will you?' said the youth club leader.
- **b** 'We simply must go to the police about this latest attack,' said a bystander.

2 Match each of the half-sentences (1–6) with (a–f) and connect them using one of the following conjunctions.

Example: 0 *so that g*

lest so that in case

(0 Many people want to be pop stars)
1 But the Spice Boys don disguise when they go out
2 One group singer goes around in a Mickey Mouse mask
3 They always lock their bedroom doors at night
4 They never announce their immediate plans
5 Girlfriends are out of the question
6 They're not allowed to read the papers

a ... female fans should become jealous.
b ... someone should try to come in.
c ... fans should recognise them.
d ... nobody should be able to guess who he is.
e ... no one should know where they're heading.
f ... they should read a bad review.
(g ... people will recognise them in the street.)

3 Rewrite each of the following sentences using the two prompt words given.

Example: He promised to be here by ten o'clock without fail.
said / definitely
He said he would definitely be here by ten o'clock.

a Don't you regret reacting in the way you did?
think / should
b I bet she felt a bit of a fool when she realised who she had been speaking to.
must / dawned
c I expect you'll be at Heathrow before me.
should / do
d Do you think I should have given her a set of keys?
ought / left
e Our stubborn young son always refused to treat visitors to the house with respect.
would / respectfully
f It's possible that she put those goods in her bag accidentally.
may / mistake

4 Fill each of the gaps with a suitable word or phrase.

a It shouldn't ..... us more than half an hour to get to the airport.
b Last night's match could ..... into a complete fiasco.
c The chairman insisted that all shareholders should ..... of the board's decision in writing.
d She just ..... mind despite all our pleas, would she?
e You should ..... that into account before you went and spent all your money.

Unit four

Vocabulary

SECTION 4

Frequency

As well as using modal verbs and *used to* (see Section 1.3), we can express frequency in many ways.

1 ADVERBS AND ADVERBIAL PHRASES

We most commonly express the idea of 'how often' with adverbs of frequency:

*I **rarely / seldom** go into the centre of town if I can help it. John **regularly / normally / often** smokes more than a packet a day. We were **constantly / regularly** being criticised. I've told you **repeatedly** not to tip your chair back.*

- We can also use adverbial phrases – usually in different positions in the sentence:
  *I still see my first girlfriend **now and then / now and again / every so often**. We were being attacked **all the time / again and again**. It's been raining **on and off** all day. **From time to time** I check my e-mails. I've been working **non-stop** since Friday.*
- We can express frequency more precisely in many ways:
  *This happens **every four years / twice a month / on a daily basis / 40 times a minute**. Buses leave **every hour on the hour**. I cook **once in a blue moon**.*

2 ADJECTIVES

We can often express frequency using adjectives:

*It's **uncommon / unusual / rare** for anyone to disown his parents. Some people are **prone to** headaches. We are all **susceptible to** flattery. I'm **liable to** get sunburnt. He won how much? That's **unheard-of!***

3 HABITS AND TRENDS

Verbs, and verb and noun phrases, can express habits and trends:

*Many people **tend to** talk too much. Some **are in the habit of** talking to themselves. Others **have a tendency** not **to** listen to other people. The **underlying trend** is towards low inflation. Do you **follow the latest trends** in fashion? Parisian designers **set the trend** for others to follow.*

1 Which of the three sections above do these five sentences illustrate?

a One to be taken three times a day.
b Interest rates seem to be going up with alarming frequency.
c There's nothing unusual about wanting a pay rise, is there?
d There's normally never this much traffic on the high street.
e Don't make a habit of locking yourself out, will you?

Practice

1 Two or three of the options can complete the sentences. Underline them.

1 I do question whether a seventeen-year-old will be able to stand up to the ..... pressure of the job.
a non-stop **b** relentless **c** constant **d** liable

2 I ..... have problems when it comes to deciding whether there's a hyphen or not.
a all the time **b** unwaveringly c invariably **d** frequently

3 It is ..... for babies to be born with hair, isn't it?
a relatively rare **b** not unusual **c** quite often **d** very seldom

4 I wish I could ..... the habit of drinking coffee late at night.
a break **b** stop **c** avoid **d** get out of

5 The figures have to be calculated on a(n) ..... basis.
a daily **b** fortnightly **c** annually **d** monthly

6 Spot-checks can be made anything up to three times ..... year.
a per **b** the **c** in a **d** a

7 She's ..... telling me where I've gone wrong in my life.
a forever **b** all the time c on and off **d** constantly

8 We still meet up for a drink and a chat once ..... .
a in a blue moon **b** at a time
c in a black mood **d** in a while

9 We write to each other ..... but not very often.
a occasionally **b** regularly **c** now and then **d** rarely

10 He's in the habit of ..... .
a interrupting me all the time **b** humming to himself **c** making me happy **d** not saying what he means

2 Fill each of the gaps in these extracts from students' end-of-year reports with an appropriate word from the list.

Example: Unfortunately, she requires **constant** supervision.

again from unfailingly occasion prone (constant) consistently sporadic fortnightly regularly now too course intervals uncommon tendency regularity clockwork

a She is ..... cheerful and co-operative.
b His attendance at classes has been ..... , to say the least.
c He has a(n) ..... to drift off into his own dream world.
d His written work has earned him ..... high grades.
e ..... time to time his powers of concentration wane.
f Every ..... and then he comes to life and contributes.
g He is ..... to lapses of concentration.
h Her performance in the ..... tests has been impressive.
i He has been warned time and time ..... about his behaviour.
j On the odd ..... when homework is handed in it is unsatisfactory.
k It is not ..... for his work to be handed in extremely late.
l She is still ..... late for lessons, despite frequent warnings.
m She is missing classes with alarming ..... .
n She delivers her assignments as regular as ..... .
o She is able to produce in the ..... of a single lesson what many students require a week to produce.
p All ..... often she is slow to respond and appears not be concentrating.
q He needs a fairly stern word at regular ..... .

3 Fill each of the numbered blanks in this short letter with one suitable word. The first one has been done for you.

Dear Marie,

Thank you for arranging this fortnight here for me. I know how busy you've been with the day-...to.... (0)-day running of the office. ..... (1) usual, your choice of course for me has been inspired. I feel my confidence is increasing day ..... (2) day but ..... (3) time ..... (4) time I do still wonder what I'm doing here. I know it's a once- ..... (5)-a-lifetime offer but day ..... (6) day ..... (7), we're subjected to sessions in which, ... (8) now and then, I feel like screaming. Day ..... (9) day, they try to get you to open up and ..... (10) in a while I feel I might be able to, but then ..... (11) often than not, I clam up. The pressure is not just ..... (12) and off, it's constant. ..... (13) the odd occasion when we are free to relax – like now – every ..... (14) often someone comes by and asks 'Feeling all right?' ..... (15) and then I feel like saying: 'No, I'm thinking of leaving', but so far I've just stopped myself. Thanks again.

Lots of love

Julie

4 Rewrite each of the sentences using the two words given in such a way that it is as similar in meaning as the sentence printed before it.

Example: Every now and then there tend to be violent storms in this area. **liable / intermittent**
There are liable to be intermittent violent storms in this area.

a Every two months there will be a spot-check on how the business is being run.
second / carried
b Terrorist attacks are happening increasingly frequently.
place / frequency
c An employer striking an employee is almost unheard-of.
extremely / physically
d Such assaults almost invariably lead to criminal proceedings.
would / rare
e It's not normal for people to insure themselves against minor accidents.
usually / serious
f There are frequent occasions on which the age of the offender should be taken into account.
times / borne
g The pressure for the employees here is non-stop.
working / under
h Employees are normally entitled to two ten-minute breaks a day.
rule / twice
i It's getting monotonous how regularly junk-mail arrives on our doorstep.
receive / regularity
j It's unheard-of for a student to get a refund if they curtail their course.
unprecedented / given

SECTION 5

Ability, quality and achievement

As well as using modal verbs and other verbs such as *be able to, managed to, succeed in,* (see Section 2), we can express ability, quality and achievement in other ways.

1 DEPENDENT PREPOSITIONS

Prepositions often collocate with certain nouns or adjectives. For example:

*She has a talent / a gift / a feeling / an aptitude / a flair **for** languages.*
*He has a head **for** figures / a nose **for** a deal / an ear **for** accents / an eye **for** an opening.*
*She is a person **of** rare charm / ability / grace.*

1 Add appropriate prepositions to these examples.

a He has a sense ..... timing / a wealth ..... knowledge / a range ..... skills.
b She's brilliant / fantastic / great / hopeless / terrible ..... making arrangements.
c He's high / low ..... confidence / strong ..... one-to-one contact.
d They're experts ..... human relations / He's an expert ..... 19th century history.

2 COLLOCATION

Here are some typical collocations describing people who show great skill or ability. (For an introduction to collocation, see Unit 1, Section 6):

a top lawyer
a leading journalist
a prominent consultant
an expert cook
a star player
a first-class orator
a great surgeon
a skilful negotiator
a quality performer
an effective communicator
a top-class sprinter
an important writer
a competent PA
an experienced examiner
a natural comedian
a talented singer

2 Fill the gaps below with one of these adjectives.

seasoned born polished efficient eminent strong

a a(n) ..... historian
b a(n) ..... linguist
c a(n) ..... campaigner
d a(n) ..... speaker
e a(n) ..... swimmer
f a(n) ..... secretary

3 CONNOTATION

It's important to know if a statement has a positive, negative or neutral meaning. For example:

*Her marks were **very reasonable.*** (= positive)
*It's **a moderate achievement.*** (= a 50–50 statement)
*It was **a mediocre performance.*** (= negative)

3 Underline the sentences that are definitely negative.

a She's a has-been.
b He's a high-flier.
c They're over the hill.
d She's definitely one for the future.
e He's one to watch.
f She's destined for great things.
g It's on the slippery slope.
h He's heading for a fall.

4 METAPHOR

Metaphor plays a big part when talking about ability, talent and achievement. For example, we can speak of a *blossoming talent, fading powers* and a *tarnished reputation.* (For an introduction to metaphor, see Unit 5, Section 5.)

4 Three of the following metaphors have a negative connotation. Tick (✓) them.

a a budding pianist
b a flourishing business
c a promising student
d a fading talent
e a rocketing success
f a meteoric rise to fame
g waning powers
h a shooting star
i a wooden performance

Practice

1 Which of these school report comments would parents be: A pleased with, B satisfied with, C dissatisfied with? Put letter, A, B or C beside each phrase.

1 moderate progress
2 reasonable attainment
3 outstanding achievement
4 mediocre test results
5 satisfactory work
6 sub-standard assignments
7 passable effort
8 exceptionally productive
9 considerably more effort needed
10 well above expected standard
11 has achieved virtually nothing
12 just fulfils minimum criteria

2 Here are excerpts from four reviews of a play:

Reviewer 1 '... the costumes were out of this world.' (= **loved it**)
Reviewer 2 '... a gallant attempt to get to grips with the language.' (= **liked it but had reservations**)
Reviewer 3 '... unconvincing performances.' (= **didn't like it very much**)
Reviewer 4 '... pathetic attempts at humour.' (= **hated it**)

Write 1, 2, 3 or 4 beside the following comments from reviews.

a unrivalled artistry
b rather heavy-handed treatment
c inexcusable sloppiness
d dreadful lighting
e lamentable acting
f a barely workmanlike display
g an undistinguished portrayal
h a second half that dragged a little
i a tremendous range of emotion
j a brave attempt to demystify 17th Century English
k a plot that was unfortunately on the predictable side
l a fairly decent story-line
m unbelievably moving
n fabulous sets
o hilarious exchanges
p unbeatable value
q an amusing sub-plot
r appalling dialogue
s a somewhat corny ending
t unforgivable lapses

3 Underline the options that best complete the sentences. One, two or three might fit.

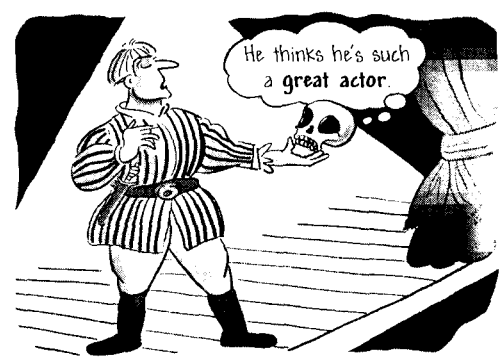
Example: I thought it was going to be a(n) ..... ending, but there was a clever twist in the final scene.
a predictable **b** appealing **c** nail-biting **d** thrilling

1 Only ..... people in their chosen profession are invited to attend this prestigious event.
a prominent **b** infamous **c** fading **d** eminent
2 My mother has a peculiar ..... for making people feel at home.
a talent **b** present **c** gift **d** flair
3 Marta has developed a ..... of experience over the past few years.
a feeling **b** wealth **c** range **d** sense
4 You must have ..... success and failure in your time.
a known **b** made **c** tasted **d** sounded
5 The ..... to listen while not being listened to should not be underestimated.
a aptitude **b** ability **c** technique **d** skill
6 Just because he's getting on for seventy doesn't mean he's ..... .
a lost it **b** past it **c** up to it **d** over the hill
7 She's ..... of reducing a whole roomful of people to stunned silence.
a able **b** talented **c** capable **d** likely
8 Our top scorer is just a little bit ..... on confidence at the moment.
a lacking **b** low **c** missing **d** needing
9 The President was a man of ..... vision, wasn't he?
a rare **b** frequent **c** distant **d** seldom
10 You'll be glad to know that Yuki's work is showing a ..... improvement.
a marked **b** mediocre **c** minimal **d** pronounced

4 We can use adjectives to describe the quality of something, for example *a delicious drink, a gripping story* or *an enjoyable day.* Underline the adjective which we *do not* use with the noun given.

Example:
0 food
a delicious **b** mouth-watering
c tasteful **d** inedible

1 a drink
a refreshing **b** thirst-quenching
c warming **d** filling
2 a room's décor
a striking **b** soothing
c tasteful **d** tasty
3 a football match
a exciting **b** striking
c thrilling **d** tedious
4 a film
a gripping **b** moving
c grasping **d** touching
5 a performance
a dazzling **b** blinding
c staggering **d** flashing
6 a(n) talent
a natural **b** innate
c God-given **d** wealthy
7 a piece of music
a corny **b** skilled
c catchy **d** haunting
8 an artist
a budding **b** would-be
c gifted **d** blossoming
9 a(n) journalist
a prominent **b** eminent
c prestigious **d** leading
10 a business
a flourishing **b** successful
c thriving **d** shooting



Exam practice 4

1 Fill each of the numbered blanks in the passage with **one** suitable word.

Most people I know ..... (1) never go to a martial arts movie, even if you paid them, but I defy anyone not to enjoy 70 minutes in the dark with Jackie Chan. For a start, Chan is simply interested in evading the bullies who want to do him over – and if he bumps into someone as he's running away, he's ..... (2) apologetic. His screen persona is never ..... (3) to bombast. Chan is a likeable, bumbling Everyman who tries to extricate himself from scrapes with his astounding athletic ..... (4): as he leaps up the side of a building, you ..... (5) swear he was on wires. With the kind of ..... (6) and agility ..... (7) limited to monkeys and flies, Chan seems ..... (8) of scuttering up any surface. And it is extremely ..... (9) for him to go on the offensive. The films of lesser action stars like Jean-Claude Van Damme provide a diet of relentless violence, punctuated ..... (10) now and ..... (11) by some semi-moronic 'witticism', but Chan's balletic altercations with his enemies are as a ..... (12) oriented around the art of comic evasion. True, nobody ..... (13) ever win a screen-writing Oscar for one of his films: they're the sort of film where villains ..... (14) frequently deliver lines like 'I'm sorry we didn't get the tape, four of our guys got blown up'. They ..... (15) to be a series of stunt sequences, all devised by Chan himself, wrapped around the most tenuous of plots. He uses no stunt double or state of the art technology or computer-generated tricks. He is simply a person of ..... (16) charm with an enormous flair ..... (17) physical comedy. And what is so ..... (18) is that this ..... (19) campaigner ..... (20) still be making such films at the age of fifty.

SCORE

2 Finish each of the following sentences in such a way that it is **as similar in meaning as possible in meaning to the sentence printed before it.**

a Do you think you could take charge of the catering?
You .....

b Every morning, my grandfather would always get the 8.15 train to work.
Every morning, my grandfather always .....

c I suppose it's just possible that I can help you out.
I might .....

d The doctors couldn't save her as they didn't have the right equipment.
The doctors wouldn't .....

e I wish you'd told me you were coming!
You .....

f Could you possibly get here before lunch?
Is there .....

SCORE

3 Fill each of the blanks with a suitable word or phrase.

a Would you ..... enough to step this way, please?

b The actor claimed he ..... Hamlet if he'd wanted, he simply never got round to it.

c If I promised to give you a lift home, ... to meet me in town?

d My son asked if ..... me back what he owed the following week.

e It's a good job our competitors didn't discover our plans, or ..... disastrous consequences.

f We spent hours preparing the report but it turned ..... have bothered as nobody read it.

g I don't think I ..... so much: I'm so full I feel a bit sick.

h I ..... better than to have asked you for money!

SCORE

4 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

a Could you possibly close all the doors as you go?
kind

b I said I was happy to lend a hand provided I could find the time.
willing

c It's not unusual that people should feel discouraged by their first attempt at wood carving.
tend

d I bet they felt silly when they realised they were at the wrong church.
must

e The chances are you'll get laughed at if you go out looking like that.
liable

f Nobody takes time off in this company.
unheard

SCORE

5 Circle the word or phrase that best completes each sentence.

1 He has a ..... talent for mime.
A wealthy **B** natural **C** born **D** skilful

2 He was selected to play despite a string of ..... recent performances.
A satisfactory **B** reasonable **C** outstanding **D** mediocre

3 He is a(n) ..... authority on the subject.
A eminent **B** expert **C** prominent **D** quality

4 She has a talent for all the things I'm hopeless ..... .
A for **B** on **C** of **D** at

5 His parents like to think their eight-year-old is a ..... concert pianist.
A would-be **B** succeeding **C** budding **D** blossoming

6 You'll be pleased to know that turnover is showing a ..... improvement.
A medium **B** mediocre **C** minimal **D** marked

7 They wanted to know if our kitchen ..... the required standards of hygiene.
A fulfilled **B** met **C** reached **D** gained

8 I thought the film would have a(n) ..... finish, but there was a clever twist towards the end.
A thrilling **B** appealing **C** predictable **D** nail-biting

9 It was her ..... powers at the keyboard rather than her age which eventually forced her retirement.
A meteoric **B** waning **C** slippery **D** negative

10 She gave a/an ..... reading of the sonata that had the audience on their feet.
A impeccable **B** rocketing **C** eminent **D** heavy-handed

SCORE

TOTAL SCORE

nit five

Subjunctives and Unreal Past; Conditionals

Entry test

1 Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence before it.

a It's getting late: I think we ought to leave.
It's time .....

b The police are demanding the immediate removal of all vehicles from the area.
The police are demanding that .....

c What happens if the jury think he is guilty?
What happens if he be .....

d It doesn't matter what happens, we'll still go somewhere nice for your birthday.
Come .....

e Even if what you say is true, there is still no reason to think it isn't her money.
Be that .....

SCORE

FOR SUBJUNCTIVES AND UNREAL PAST, SEE SECTION 1.

2 Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence before it.

a We can get good seats providing it's possible for you to get there early enough.
As .....

b It seems we are leaving so I'd better get my coat.
If .....

c We'll see you at seven, unless we run into very heavy traffic.
Provided .....

d Those are Dominic's keys, aren't they? Has he forgotten them?
If those .....

e Driving as fast as you normally do, it's not surprising you had an accident.
If you will .....

SCORE

FOR LIKELY CONDITIONALS, SEE SECTION 2.

3 Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence before it.

a It's lucky I know you or I'd be deeply offended.
If .....

b Fortunately, they're on e-mail, otherwise they'd never have received the news in time.
Were .....

c Could you hold my briefcase a minute so I can move this table?
If you would be .....

d They may change their minds, in which case they'll let us know.
Should .....

e I don't think we will, but if we did sell this flat, how much do you think we'd get?
Were .....

SCORE

FOR UNLIKELY CONDITIONALS IN THE PRESENT AND FUTURE, SEE SECTION 3.

4 Fill each of the gaps with a suitable word or phrase.

a Even if you ..... help you, I don't think I would have been able to.

b I ..... up so early this morning if I'd known you weren't coming until after lunch.

c If you'd known then what you know now, ... done?

d Had ..... your timely intervention, they'd have given nearly all their money to that con man.

e If only ..... to my father's advice, I'd be a successful lawyer by now.

SCORE

FOR PAST CONDITIONALS, SEE SECTION 4.

TOTAL SCORE

OVERVIEW

1 SUBJUNCTIVES

The subjunctive has limited uses in English.

- The Present subjunctive consists of the infinitive without *to* in all persons (see Section 1.1). In British English, it is often very formal:
  I suggest he ***stop*** *as soon as he becomes tired.*
- The Past subjunctive exists only in *were* in all persons – *I were, he were, we were,* etc. (see Section 1.2):
  I wish she ***weren't*** *so shy.* (= but she is)

2 UNREAL PAST TENSES

The Unreal Past is similar to the Past subjunctive. It involves using Past tenses to propose impossible, unlikely or hypothetical conditions, to discuss imaginary situations, to express wishes, and to make proposals and polite requests (see Section 1):

I wish he ***wasn't*** *so shy.* (= but he is)
I wish I ***didn't have to go*** *to work.* (= but I do)
If only I ***hadn't listened*** *to you.* (= but I did)

3 CONDITIONALS

We commonly express a condition using an *if*-clause with a main clause. Conditional sentences are often categorised as:

Zero Present + Present
If you ***press*** *this button, the engine* ***stops.***

First Present + *will*
If she ***rings*** *this evening, I'll* ***let*** *you* ***know.***

Second Past + *would*
What ***would*** *you* ***do*** *if you* ***became*** *President?*

Third Past Perfect + *would have*
If I ***hadn't seen*** *her, she'd* ***have*** *drowned.*

Note: the Past and Past Perfect in Second and Third conditionals are 'Unreal' Pasts.

- These are useful patterns to learn when studying conditionals, but they are not the only patterns. In this Unit, conditionals are categorised as:

Likely conditionals

These refer to past, present and future (see Section 2). They include 'Zero' and 'First' conditionals:

If you ***were working*** *late last night, how come I didn't see your light on?* (= past) *If you* ***feel*** *disappointed, that's natural.* (= present) *If you* ***do*** *that again, I'm going to tell mum.* (= future) *If you* ***can meet*** *me at the car, that's easiest for me.* (= future)

False conditionals

Included in likely conditionals are what we call false conditionals. These are called 'false' because the speaker knows that the condition has already been fulfilled (see Section 2.5):

If you ***don't like*** *opera, why are you here?*
If you ***didn't like*** *the film, you should have left.*
'It's locked.' 'Well ***if that's the case*** *we'll have to go round the back.'*

Unlikely conditionals

- Unlikely conditionals also refer to the past, present and future (see Sections 3 and 4). They include what we call 'Second' and 'Third' conditionals:
  It would be easier ***if Leeds were on a direct rail link to Oxford.*** (= present) *If you* ***were going to travel to Tibet,*** *when would be the best time to go?* (= future) *If I'd* ***listened more carefully to his directions,*** *I wouldn't have got lost.* (= past)

When and *if*

These words are similar in some languages but very different in English:

If Sally comes this evening, we'll talk it over with her. (= she may come) ***When*** *Sally comes this evening, we'll talk it over with her.* (= she is coming)

- We sometimes use *if and when* as a phrase to say we are fairly certain a condition will be fulfilled:
  We'll buy it ***if and when*** *our income improves.*

Alternatives to *if* in conditionals

So / As long as *you promise not to tell, you can come too. You can drive this car* ***provided / providing (that)*** *you're fully insured.* ***Suppose / Supposing*** *something goes wrong, what then? I think I'll accept it,* ***assuming*** *the offer's still there. Mario can't come with us,* ***even if*** *he is your best friend.* ***If only*** *we'd got there sooner, the accident would never have happened. You can come in* ***on condition that*** *you don't stay long.* ***Unless*** *Peter changes his attitude, he's going to find himself in trouble.*

watch out!

- *Unless* is close in meaning to 'if ... not'. We can't always use it as an alternative to *if not*:
  ✗ ~~*I'd feel happier unless she talked so much.*~~
  ✓ *I'd feel happier if she didn't talk so much.*
- We often use *if only* without a result clause:
  If only we'd got there sooner!

SECTION I

Subjunctives and Unreal Past

1 PRESENT SUBJUNCTIVE

Present subjunctive (see Overview) is common in formal British English. In less formal English, we use a Present tense form (but not if the rest of the sentence is in the past), and we can also use *should*. (The examples below give alternative forms.)

We use Present subjunctive:

- in *that*-clauses after report verbs, adjectives or nouns to express plans, urgency, intentions or suggestions:
  The police insisted the car ***(should) be moved*** *immediately. The police insist the car* ***is / be moved*** *immediately.*
  Words often followed by a Present subjunctive are:
  Verbs: *insist, suggest, request, order, recommend, propose, think*
  Adjectives: *advisable, essential, desirable, preferable*
  Nouns: *decision, insistence, demand, requirement, condition*
- after *if*: *If he* ***(should) be found / is found*** *guilty, he'll be jailed for ten years.*
- after *whether*: *Whether she* ***(should) agree / agrees*** *or not, we're going to have to go ahead.*
- after *whatever*: *Whatever his reasons* ***be / are****, they are insufficient to excuse him.*
- The Present subjunctive is common in particular phrases:
  Far be it from me... So be it. Be that as it may...
  Suffice it to say... Come what may...
  Heaven forbid! Long live the Queen.

2 PAST SUBJUNCTIVE

We use the Past subjunctive (*were* in all persons) in formal English:

If the minister ***were*** *here, he would no doubt refute the allegations.* (= formal)

- However, it's more common to use *was* and *were* in their usual ways:
  I wish he ***wasn't*** *such a big-head.* (= informal)
- *Were* is more common only in the phrase *if I were you*, and for all persons in the pattern *were* + subject + infinitive:
  I wouldn't argue with her ***if I were you.***
  Were *the vote to go against me, I'd resign.*

3 UNREAL PAST

We use Unreal Past (including Past Perfect) to discuss imaginary situations, to express impossible wishes, and to make proposals and polite requests. We can also use Past subjunctive:

- after *if* when we think it is unlikely or impossible that the condition will be fulfilled:
  If she ***were to eat / ate*** *fish more often, she might get to like it.*
- to replace an *if*-clause when we imagine past, present or future events being different:
  Had *he* ***agreed****, he'd have become the team captain.*
  Were *he* ***to agree****, he'd probably become the next coach.*
- after *if only* to express regrets and frustration:
  If only he ***were / was*** *more adventurous.*
  If only I ***hadn't*** *drunk so much coffee!* (= but I did)
- after *wish* when we are wishing for the virtually impossible. For more reasonable wishes, we commonly use *would* or *could*:
  I wish I ***weren't / wasn't having*** *the injection tomorrow.* (= but I am) *I wish I'd* ***listened*** *to you.* (= but I didn't) *I wish you* ***wouldn't*** *shout all the time.*
- after *would rather* and *would sooner* to express preferences:
  Do you mean you'd sooner I ***weren't / wasn't*** *here? I'd rather you* ***hadn't spoken*** *so rudely to him.*
- After *as if* and *as though* we use Present and Present Perfect forms to suggest something is likely to be true. Past forms suggest it is unlikely or untrue:
  The man speaks ***as if*** *he* ***has / had never heard*** *of the place. He acts* ***as though*** *he* ***owns / owned*** *the place.*
- after imperative *suppose* and *imagine* (Present tense is also possible):
  Imagine he ***were to tell you / told you / tells you*** *his most personal secrets. Suppose she* ***were to have followed / had followed*** *your advice.* (= but she didn't)
- after *it's time...*:
  It's time I ***wasn't*** *here.* (Past subjunctive is not possible)
  It's time we ***left.*** */ It's time* ***to leave.***

? check

Which sentence does not contain a Present or Past subjunctive, or Unreal Past tense?

a I propose that this street be closed to cars.
b If I was in his shoes, I'd give up.
c I'm suggesting that he reconsider my proposals.
d Imagine you are going to fall asleep.
e You talk as if you really meant it.

Practice

1 Fill each of the gaps with one suitable word. (In this exercise, words such as *didn't* and *weren't* count as one word.)

Example: Imagine we *hadn't* met all those years ago!

a I can't tell you how much I wish the architect ..... here to see the results of his work.
b It's time you ..... able to take full responsibility for your own actions.
c If he ..... so self-righteous, he'd realise he was wrong.
d Imagine you ..... completely blind: how would it affect your life?
e He looked for all the world as though he ..... been sleeping in his clothes.
f I really wish I ..... always in so much of a hurry these days.
g If only she ..... so impossibly beautiful.
h I'd rather you ..... talk so loudly, if you don't mind.

2 Rewrite each of the following sentences using the Present subjunctive.

Example: The commanding officer gave the order for them to go forward.
The commanding officer gave the order that they go forward.

a Their decision that he should be promoted is a good one.
b It is essential that we are kept fully informed of any developments.
c The UN's insistence that he accepts the terms of the cease-fire seemed inflexible.
d Whether the referee is right or not, the decision cannot be overturned.
e Whatever she decides, we cannot change our plans.
f She insisted that I didn't talk to anyone else about what I saw.

3 Add one of these common phrases to each of the sentences.

come what may *suffice it to say* *be that as it may* *God forbid* *so be it* *far be it from me*

a If , ... , you were to die, who'd run the business?
b I don't want to explain. ..... Aunt Sarah is coming to stay after all.
c If you really want to drop out of college, then ..... .
d ....., I'm determined to finish decorating my room this weekend.
e ..... to tell you what to do, but you'd be mad to marry him.
f 'This medicine tastes horrible!' ' ....., it will cure your cough.'

4 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: I'll get annoyed if you keep asking me every time you have a problem.
I'd rather *you didn't keep asking me every time you have a problem.*

a Should they strike the consultant off, she'll never work again.
If she be .....
b Our neighbour talks as if he owned half the county, doesn't he?
To hear our .....
c That cocky new boy talks like someone with years' experience.
That cocky new boy talks as .....
d Could you work this out without that calculator?
Suppose .....
e It's you not thinking carefully that caused us to have these problems.
If .....

5 Fill each of the numbered blanks in the passages with one word.

a

Thank you for your e-mail. I agree that it is essential you be fully ..... (1) with the facts of the case. They are as follows. It was agreed six months ago that, come what ..... (2), the above residence ..... (3) decorated inside and out before the end of June. This has not happened and my solicitor has recommended I ..... (4) with legal action forthwith.

May I suggest that you ..... (5) me as a matter of some urgency.

b

Just ..... (1) you ..... (2) not eaten for a week or two and ..... (3) absolutely starving and the only food that ..... (4) available to you was a trapped rat that you ..... (5) no way of cooking anyway, would you be tempted?

c

Dear Maria,
I'm afraid I've got some bad news. I know we agreed it was advisable that Stavros ..... (1) the summer holidays with you. Unfortunately my parents have changed their minds and are now insisting he ..... (2) to Athens to stay with Aunt Sotiria. ..... (3) it to say, they are not allowing any discussion! Athens it is, although he really wishes he ..... (4) at least share the period between you and his aunt. Dimos is going to England for the summer. If only life ..... (5) so simple for all of us.
Kind regards,

SECTION 2

Likely conditionals in the past, present and future

1 VERB FORMS IN THE *IF*-CLAUSE

Present or future

To talk about conditions in the present or future that we think are likely to happen, we use Present tenses or modals. This is the most common form of conditional sentence:

If he ***comes*** *into the room, don't mention the party this evening. 'Can I leave early today?' 'If you* ***must.***'

- To talk about the future, we can also use *going to* in the *if*-clause.
  Even if we're ***not going to go*** *swimming, we'd still better take a towel.*
- *Can* for ability is also common in *if*-clauses:
  Assuming you ***can leave*** *work early, we'll be able to make the 6.30 performance.*

Past

To talk about events in the past, we can use Present Perfect or Past Simple / Continuous. This suggests that either we are not sure if something happened, or we are assuming it did and want to draw a conclusion from it (see Overview for false conditionals, and see Section 4 for unlikely conditionals in the past):

If he's ***read*** *that report, he'll know what all the fuss is about.*
If you've ***been telling*** *the truth, we need to act quickly.*
Provided that she ***caught*** *her flight, she'll be landing any moment now.*

2 *WILL / WON'T* IN THE *IF*-CLAUSE

We sometimes use *will* and *won't* in the *if*-clause with the meanings of refusal (*won't*), polite request (*will*), or strong disapproval at someone's insistence on doing something (*will*):

If he ***won't go****, there is nothing you can do about it.*
(= refusal)
If you'll ***hold*** *this end, I'll take the other one.*
(= request)
If you ***will drive*** *so fast, you must expect to have accidents.* (= insistence)

watch out!

Apart from the meanings above, we don't normally use *will* in *if*-clauses to indicate the future:

✗ ~~*If the weather* ***will be*** *fine tomorrow, we can go for a walk.*~~
✓ *If the weather* ***is*** *fine tomorrow, we can go for a walk.*

3 VERB FORMS IN THE MAIN CLAUSE

Verb forms in the main clause follow the normal rules for tense and modal use. Some of the most common are:

Present Simple	to indicate certainty of the result: *If you mix blue and red, you* ***get*** *purple.*
will	to predict future events, make promises, etc: *Provided I see him, I'll* ***tell*** *him.*
will have	to predict what will have happened: *The train* ***will have left*** *if we don't get there soon.*
can	to express ability, permission, etc: *You* ***can do*** *it that way if you like, but I wouldn't recommend it.*
going to	for predictions or intentions: *If you do that again,* ***I'm going to leave.***

4 MIXING TIME REFERENCES

It is sometimes possible to have an *if*-clause referring to the present or future, and a main clause referring to the past, especially with *must have* and *can't have* for deductions:

If he's ***here*** *already, he* ***must have set off*** *very early.*

5 FALSE CONDITIONALS

False conditionals (see Overview) are very common when mixing time references:

'I don't eat red meat.' 'Well, if that's a problem we'll ***have to find*** *another restaurant.'*

? check

Tick (✓) the sentence that is incorrect.

a We'd better get ready if he's coming round soon.
b If I have to, I'm going to tell him what I think of him.
c If the film will be uninteresting, we can leave before the end.
d If you don't understand, why didn't you ask me?
e If you'll just wait a moment, I'll see if he's in.

Practice

1 In each of the following sentences, cross out any of the underlined verb forms that we cannot use.

a If you leave / will leave your things lying around, you shouldn't be surprised if you lose / will lose them.
b If you wait / will wait here a moment, I'll tell Mr Brown you're here – assuming he's / will be in.
c If you trust / will trust me, I take / will take the money to him, providing you have / will have it with you now.
d If the unit fits / will fit in the corner there, I think it is / will be the best place, unless you can / will think of anywhere else.
e If you help / will help me work out whether we need to make another order at the moment, I spend / will spend some time tomorrow helping you with your statistics, if you like / will like.

2 Either two or all three of the main clauses (a–c) can complete the sentences (1–6). Put a cross (✗) next to those that cannot.

1	Do that again and	**a** I'm leaving. **b** I can't help you. **c** you would be sorry.
2	Assuming you're going to see him,	**a** tell him about the meeting. **b** will you give him a message from me? **c** he can't be a complete recluse.
3	If the boss is feeling relaxed,	**a** we all feel the same way. **b** the inspection will go all right. **c** it would be a bad sign.
4	If Paul's been to Australia,	**a** he'll probably have acquired an accent. **b** I think you should go there. **c** he would certainly go to New Zealand.
5	If you're still not sure,	**a** you hadn't been following. **b** you can't have been concentrating. **c** it's clear you weren't listening.
6	If you will gossip about other people,	**a** you've got to expect people to gossip about you. **b** people are gossiping about you. **c** you can't expect others not to gossip about you.

3 Fill each of the numbered blanks in the passage with one word.

'A cat? ... All right,' I said, 'on ..... (1) that you look after it, ... (2) that you feed it and as ..... (3) as you don't expect me to clear up after it.' If ..... (4) I had been more firm! The animal is never fed ..... (5) I do it; ..... (6) for me, it would have starved to death months ago. ..... (7) I known that the children's interest in the beast would wane as soon as it arrived, I would have answered differently. The poor thing is ignored by them ..... (8) if it springs into their laps. ..... (9) I to kidnap the thing, I don't think they would notice. Should they ..... (10) ask for a dog, I think I've got my answer ready.

4 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: Having been to London, you should be able to tell us what it's like.
If *you've been to London, you should be able to tell us what it's like.*

a Assuming everything goes according to plan, we'll be with you by six o'clock.
Unless .....
b The Finn is almost certain to win, unless his engine blows out during the race.
The only way .....
c I'll lend you my car for your holiday on condition you get it serviced afterwards.
If you'll pay for .....
d You giving him your number suggests you did want to see him again.
Why did you .....
e You'll find your dinner in the oven.
If you .....
f There's clearly nothing I can do to stop you leaving.
If you're determined .....
g I think I'll go swimming after school, despite the likelihood of rain at that time.
Even if .....

SECTION 3

Unlikely conditionals in the present and future

1 VERB FORMS IN THE *IF*-CLAUSE

Present

When we talk about unlikely or impossible situations in the present, we use Past subjunctive or Unreal Past (see Sections 1.2 and 1.3) in the *if*-clause to indicate that the opposite is true:

If I ***didn't know*** *you so well, I'd say you were lying.*
(= but I do know you well)
If only he ***weren't*** *so stubborn, he'd agree with us.*
(= but he is stubborn)

Future

When talking about the future, we use an Unreal Past tense in the *if*-clause to indicate that we are talking hypothetically and think the condition is unlikely to be fulfilled:

If you ***told*** *him, he'd never believe you.* (= I don't think you will tell him)
Suppose your car ***broke down****, what would you do?*

2 VERB FORMS IN THE MAIN CLAUSE

We commonly use *would* and *could* in the main clause when there is an Unreal Past or Past subjunctive in the *if*-clause:

If I weren't so busy, I'd take a long holiday.
If you lent me £10, I ***could buy*** *it today.*

- We also use *might*:
  She ***might stay*** *longer if you asked her nicely.*

3 *WOULD* IN *IF*-CLAUSES

We use *would* and *wouldn't* in *if*-clauses for polite requests and strong wishes that someone would do something:

If you ***would*** *be kind enough to lend me a hand, we could finish this very quickly. If you* ***would*** *just calm down for a moment, you'd see what I'm talking about.*

watch out!

We don't use *would* in *if*-clauses to indicate simple future:

✗ ~~*I think you'd be mad if you would give up your job.*~~
✓ *I think you'd be mad if you* ***gave up*** *your job.*

4 *SHOULD* IN *IF*-CLAUSES

We can use *should* in *if*-clauses instead of a Present or Unreal Past. It suggests that the condition is possible but unlikely. We use *will* or *would* or other modals in the main clause:

If they ***should*** *agree the contract, we'd have to work twice as hard.*

- This structure is formal and roughly equivalent to the phrase *by any chance*:
  If ***by any chance*** *they do turn up, we'd better tell them what happened.*
- In more formal contexts we can also omit *if* or other conditional words and start the sentence with *Should*:
  Should *you change your mind, please let me know.*

5 *IF ... ARE TO/WERE TO*

We use *be to* in a fairly formal way to express conditions. It suggests that the speaker has no influence over whether the condition will be fulfilled or not. *Are to, am to,* and *is to* suggest the condition may be fulfilled. *Were to* (or, informally, *was to*) emphasises that the condition is very unlikely:

If we ***are to*** *get rid of him, who will tell him?*
Supposing you ***were to win*** *the lottery, how would you spend the money?*

- We can omit *if* or other conditional words and start the sentence with *Were*. This is not possible with *are*:
  Were *we to take on more staff, how could we afford to pay them?*

? check

Which of the following sentences refer to conditions in the present (P), and which to the future (F)?

		present	future
a	If you asked him nicely, he'd let you have the day off.	☐	☐
b	If you were a bit more considerate, you'd offer me a seat.	☐	☐
c	Should you change your job, what would you do?	☐	☐
d	If I were to say what I really think, I'd upset a lot of people.	☐	☐
e	If I thought he was dishonest, I wouldn't have offered him the job.	☐	☐

Practice

1 Fill each of the numbered blanks with one suitable word.

In accordance with your recent request, we are pleased to supply the following reference. Miss Baiocci ..... (1), I am sure, be a real asset to your organisation, knowing as she does a great deal about the way a company such as yours operates. There are very few duties here that I could ..... (2) confidently entrust her with, and if she were ..... (3) join you, you ..... (4) soon come to ..... (5) her organisational and interpersonal skills. If it ..... (6) not clear that she is determined to move away from this area, we would ..... (7) everything we ..... (8) to keep her here. Assuming we ..... (9) to lose her, I ..... (10) be happy to know that she ..... (11) being taken on by a company with a reputation such as you enjoy. ..... (12) any further information be required, please do not hesitate to contact me.

2 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: I don't know if we're late because I don't have a watch.
If *I had a watch, I'd know whether we were late.*

a Nico's not very good at maths so he can't become an accountant.
Were .....

b Should anything happen to make you change your mind, let me know.
If by .....

c Supposing the world was going to end tomorrow, what would you do tonight?
Were .....

d Kindly calm down so I can explain what I mean.
If you would .....

e I can't go and work in France because I can't speak French very well.
If .....

f I think you should complain to the manager.
If .....

g Supposing we do go ahead with the building, it can't be before June.
If we are .....

h I think not having school on Mondays and having shorter holidays sounds quite a good idea.
I think it might be quite nice if .....

3 Fill each of the blanks with a suitable word or phrase.

a If this scheme ..... ground, everyone will have to pull their weight.
b Your brakes are making an odd noise; I ..... to if I were you.
c Supposing someone told you that you weren't fit to do your job, ... react?
d Considering his age and the seriousness of the operation, it would be a ..... survived it.
e Should you ever ..... of a helping hand, remember where I am.
f If that wisdom tooth is giving you trouble, I ..... out.
g If by any ..... into Mrs Hebden while you're out, could you give her this note?
h If we ..... Friday deadline, some overtime may be necessary.

4 Match a sentence from the left (1–8) **with a response on the right** (a–h).

Examples: 9 + j 10 + i

9 Would it be all right if we sat here?	i Thank you.
10 Should you need me, I'll be next door.	j Yes, please do.

1 Would you mind if I asked them along?	a Well, actually, I'd rather we didn't.
2 I'm sorry I couldn't make it.	b I wish you had.
3 Do you think it might be best if I said yes?	c If only I had!
4 Could you let me know if you change your mind?	d I suppose it is.
5 You'd feel better if you got some fresh air.	e I'm sure you would.
6 Why didn't you tell me?	f Far be it from me to discourage you.
7 Don't you think it's time we were leaving?	g Of course I will.
8 I would if I could, you know.	h Perhaps I would.

SECTION 4

Past conditionals

1 VERB FORMS IN THE *IF*-CLAUSE

We use Unreal Past Perfect in the *if*-clause to indicate that we know what happened but are speculating about what would have happened if the opposite had been true. This is sometimes called the 'Third' conditional:

If she'd ***known*** *my number, she would have phoned.*
(= but she didn't know it)
If I ***hadn't been standing outside*** *the supermarket, we might never have met.*

- We can omit *if* and start with *Had*:
  Had I believed *her for one moment, I wouldn't have refused to help.*
- Occasionally, something that is generally true – although we wish it wasn't – can have results in the past:
  If I ***wasn't / weren't*** *such an idiot, I wouldn't have done that.*

If it hadn't been for...

This phrase means 'without her, your, etc. help, interference, etc.'. We can use the phrase *If it weren't / wasn't for...* to refer to the present, though if the time reference is clear, it can occasionally refer to the past:

If it wasn't for *the parking problem, I'd drive to work.*
If it hadn't been for *you, we'd never have got there on time.*
Had it not been for *Wagner, modern classical music would sound very different.*
If it wasn't for / hadn't been for *those delays on the motorway we'd never have missed the wedding.*

Were

In formal English we can use conditional structures beginning with *Were* + Perfect infinitive:

Were you ***to have stopped*** *and* ***considered****, you'd have seen the error of your ways.*

2 VERB FORMS IN THE MAIN CLAUSE

- For Past conditionals that have results in the past, we use modal Perfects (*would / could / might have*, etc.):
  Had you told me earlier, I ***could have done*** *something about it.*
- For Past conditionals that have results in the present or future, we use mainly *would, could* or *might*:
  If you'd listened more carefully to his directions, you ***wouldn't be*** *lost now.*
  If only I'd entered politics earlier, I ***could be*** *Prime Minister now.*
- With false conditionals in the past, we use Past tenses in the main clause. We don't use Unreal Past Perfect in the *if*-clause:
  If you were in the area, why ***didn't you come*** *and visit?*

3 *WOULD HAVE ... WOULD HAVE*

The use of *would have* in both *if*-clause and main clause is becoming very common in spoken and even written English. It's still considered incorrect by some people:

If ***I'd have known*** *how expensive it was, I* ***wouldn't have*** *gone.*

- It's sometimes difficult to hear Past conditionals spoken at speed because of short forms:
  I'd've *come at once if only you* ***'d've*** *rung me.*

4 PAST CONDITIONALS WITHOUT CONDITIONAL WORDS

We often use a Past conditional structure without using a conventional 'conditional word' like *if* or *unless*:

But for your help, we'd never have managed.
We'd have been completely lost without you.
You should have come – you'd have loved it.
The film would have been just as effective in black and white.

? check

Tick (✓) the sentence that has both an *if*-clause and a main clause which refer to the past.

a If I wasn't so tired all the time, I wouldn't have made such an elementary mistake.
b If you had driven faster, we'd be there by now.
c I'd have rung you if I'd known you were at home.
d I wouldn't be going to London if you hadn't told me about the exhibition.
e If you were right about the weather, we're going to get wet.

Practice

1 For each of the following sentences, say whether a or b, or both, can complete the sentence. Tick (✓) any that we can use, put a cross (✗) for any that we cannot use.

Example: If President Kennedy hadn't been assassinated in 1963
a the Cold War might have ended sooner. ✓
b America will be very different. ✗

1	If it hadn't been for the awful weather,	**a** we'd have spent more time sailing. **b** we would go there again.
2	If I'd realised you weren't coming,	**a** I wouldn't be so angry. **b** I can do something.
3	If he had told you the truth,	**a** you shouldn't have got angry with him. **b** you wouldn't be in this predicament.
4	If you liked Greece,	**a** you should have come with us to Naxos. **b** why didn't you come with us to Naxos?
5	Had they explained their reasons,	**a** they're stupid. **b** you'd understand.

2 Fill each of the blanks with a suitable word or phrase.

a If ..... for the postal strike, the cheque would have arrived today.
b In those days you would have been breaking ..... ID card on you at all times.
c If you had been in my shoes, ... done?
d Had we ..... misinformed about the bus times, we wouldn't have been late.
e In retrospect you might ..... advised to get a lawyer.
f If Ioannis stayed that long at the party, ... been having a good time.
g But ..... fire alarm alerting us, the building would have gone up in flames.

3 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: The young lad wasn't looking where he was going and tripped over that wire.
If the young lad had been looking where he was going, he would not have tripped over the wire.

a The only thing that made the show worth watching was the visual effects.
If it .....
b I would never have got so far if my parents hadn't encouraged me.
Had it .....
c You're lying in this hospital bed because you forgot the most basic rule of Safety First.
If you .....
d Taking that job would have meant her working from 8 till 8 every day.
She .....
e But for the goalkeeper's brilliance, we could have lost by many more.
If the .....
f Turning left at the lights would have got you here ten minutes earlier.
Were you .....
g The only reason the child hasn't been prosecuted is the fact that he's only twelve.
Were it .....
h The police showed great restraint and avoided a potentially very ugly incident.
There could .....

4 Write sentences that are a part of a chain, as in the examples.

Examples: I cheated from him in the Entry Test. We finished up in the same class.
If I hadn't cheated from him in the Entry Test, we wouldn't have finished up in the same class.
We used to do our homework together.
If we hadn't finished up in the same class, we wouldn't have done our homework together.

a We started to find out quite a lot about each other. (Begin: *If we ... homework together, ...*)
b We discovered that we had a lot in common.
c He invited me to go to the National Gallery.
d We saw the most incredible paintings.
e I'm a true art-lover now.
f I went to the National Gallery again yesterday.
g I met another art-lover there.
h I'm going out to dinner tonight.
i I didn't phone you.
j You haven't warned me yet about going out with art-lovers.

Unit five

Vocabulary

SECTION 5

Metaphor

A metaphor is a combination of vocabulary items we use to express a particular feeling or encourage imagination, e.g. *her sunny smile, have a big head, purr with delight, a sun-drenched beach, pull strings.*

1 COMPOUND ADJECTIVES AND NOUNS AS METAPHORS

Some compounds are always metaphorical – they have a meaning that each part of the compound doesn't have. A *bloodbath* is never 'a bath full of blood'; the compound has only the meaning of 'a massacre'. Other examples of compounds that are always metaphorical include:

mindgames nutcase thought-reader sun-trap sinbin wine-lake narrow-minded warm-hearted bone-dry hard-bitten green-fingered soul-searching

1 Underline the words that we always use metaphorically.

clampdown summit dead-end rock-bottom cold-blooded world-shattering

2 SINGLE WORDS USED METAPHORICALLY

We can also use many single words in metaphorical contexts:

*I hope this will have **cushioned** your loss. Seeing him on stage **fired** my enthusiasm. She just **froze** when she saw her ex-boyfriend. I didn't think she'd have the **bottle** to ask.*

2 Underline the verbs that best complete the sentence.

'Get out!' the boss barked / thundered / cooed / squeaked / purred / roared / snapped / bleated.

3 IDIOMATIC PHRASES

Some idiomatic phrases are combinations of two words connected with *and* or *or*, for example *come rain or shine*. The pairs have a fixed order:

✗ ~~*She was the soul and life of the party.*~~

✓ *She was the **life and soul** of the party.*

- Here are some examples:
  *It's a case of **swings and roundabouts**. Making mistakes is **part and parcel** of growing up. I'll move **heaven and earth** to achieve my goal. This selling season is **make or break** for the car industry. She may act strangely, but **live and let live** is what I always say.*

3 Underline any of the following combinations in which the two words are given in the wrong order.

flesh ... blood	*ins ... outs*	*lows ... highs*
hell ... heaven	*black ... white*	*dance ... song*
downs ... ups	*shoulders ... head*	

Practice

1 Write down the theme that the metaphors in each set of sentences share.

1 **a** A wave of emotion spread throughout the country on the news of her death.
b We were met by a sea of faces.
c Perhaps the tide has turned for our economy.

2 **a** He's now at a crossroads in his life.
b Successful businesswoman and company owner, she's in the fast lane now.
c I wish he would stop going from one dead-end job to the next.

3 **a** I think this attitude stems from the 1980s.
b But juvenile rebellion has its seeds in the 60s.
c I reckon our present-day youth culture has its roots in the 50s.

4 **a** Alternative medicine is a flourishing business.
b My young nephew is a budding pianist.
c Our next-door neighbour's daughter is really blossoming at secondary school.

5 **a** It would be easier if the boss didn't always want to be at the hub of things.
b We need to get to the heart of the matter.
c It's time we reduced the size of our core-staff.

6 **a** If only he'd see the light and get a haircut!
b The tragic news cast a shadow over the evening's events.
c After years of recession, there's light at the end of the tunnel.

7 **a** She's been floating on air since her engagement.
b I'd be over the moon if I scored one goal, let alone three.
c She'll be in seventh heaven if she's passed.

8 **a** If you play your cards right, you could end up Area Manager.
b I'd rather we didn't show our hand yet; let's keep them guessing.
c We've got one last ace up our sleeve.
9 **a** He's rarely out of the spotlight nowadays.
b Keep scoring goals; there are some good young players waiting in the wings.
c You never know what's happening behind the scenes in politics.

2 Underline the word or phrase that best completes each sentence.

1 What happened in 1989 was a ..... in European political history.
a watershed **b** borderline **c** waterfall
2 That ghastly concrete block of flats is a real ..... .
a eye-sore **b** eye-strain **c** eye-catcher
3 The bottom end of our garden is a real ..... .
a sunshade **b** sun-trap **c** sunseeker
4 There was a(n) ..... moment when the lorry suddenly veered towards us.
a ear-splitting **b** earth-shattering
c heart-stopping
5 To succeed in this job you have to be utterly ..... .
a hot-blooded **b** single-minded **c** kind-hearted
6 The poor boy was absolutely ..... when she left.
a level-headed **b** short-sighted **c** broken-hearted
7 Having to rewrite a report that you thought was pretty good can be rather ..... .
a back-breaking **b** soul-destroying
c mind-blowing
8 If you want a half-way decent standard of living, there's no escape from the ..... .
a rat-race **b** brat-pack **c** jet-set
9 The authorities had been accused of conducting a ..... against non-conformists.
a manhunt **b** witch-hunt **c** treasure-hunt
10 We'll have to wait and see if there's a ..... after this temporary peace agreement.
a backhand **b** backlash **c** backdrop

3 Underline the word or phrase that best completes each sentence.

1 The bride suddenly turned on her heels and ..... out of the church.
a soared **b** accelerated **c** flew
2 Don't you think the British sometimes have a rather ..... sense of humour?
a creased **b** warped **c** chipped
3 There would be a ..... of protest if they showed the victims on TV.
a sea **b** stream **c** storm
4 There's been a ..... of public sympathy since her death.
a wave **b** sea **c** river
5 I could have been one of the ..... of the game of golf.
a monsters **b** mountains **c** giants
6 Mum's so good to us; she's an absolute ..... .
a fairy **b** angel **c** nurse
7 My brother's been a ..... of strength through all the problems I've had.
a tower **b** heap **c** mountain
8 I wish you would be absolutely ..... with me.
a bent **b** crooked **c** straight
9 The Chancellor is trying to put the ..... on the economy.
a accelerator **b** brakes **c** gears
10 The boy in the flat above ours is becoming a real ..... for his parents.
a backache **b** toothache **c** headache

4 Choose the word or phrase which best completes each sentence.

1 You'll have to be on your ..... if you want to beat her.
a fingers **b** feet **c** toes
2 These girl pop groups are heading for a ..... .
a drop **b** fall **c** trip
3 A rise in interest rates at the time would have thrown our plans out of ..... .
a place **b** half **c** gear
4 With all these scandals, she's never off the ..... .
a front pages **b** headlines **c** tabloids
5 Why do you always walk at a ..... pace?
a snail's **b** tortoise's **c** snake's
6 I wouldn't marry him – not in a ..... years!
a hundred **b** million **c** billion
7 He'd have been over the ..... if he'd been selected for that management course.
a world **b** moon **c** sun
8 Aim for the ..... and you're bound to be a success.
a planets **b** moon **c** stars
9 If you set your sights too high, you may fall flat on your ..... .
a back **b** nose **c** face
10 Sacked from one job, offered a better one; it looks as if he's landed on his ..... again.
a feet **b** back **c** face

SECTION 6

Word formation: prefixes and suffixes

1 PREFIXES CHANGE MEANING

A prefix at the beginning of a word has a meaning of its own that changes the meaning of the word it is joined to. Knowing what the prefix means can help us to understand the word. For example, if you read *unpremeditated* and know that *meditate* means 'think about something' – you can work out the meaning of *unpremeditated*: *un-* is a prefix meaning 'not'; *pre-* denotes 'before'; *meditated* means 'thought about'. You can now work out that *unpremeditated* means something like 'not thought about in advance'.

We can use prefixes in front of:

nouns	***under**clothes* ***under**payment* ***under**signed* ***under**study* ***under**taking*
adjectives	***under**developed* ***under**ground* ***under**nourished* ***under**privileged* ***under**weight*
verbs	***under**cut* ***under**estimate* ***under**go* ***under**state* ***under**value*

1 Underline the words that do not contain the idea of 'beneath' or 'less'.

a *undercut* **b** *undergo* **c** *understaffed*
d *underfoot* **e** *undertaking* **f** *underwrite*

2 SAME PREFIX – DIFFERENT MEANINGS

Many prefixes can have more than one meaning.

- Before adjectives, *un-* means 'not':
  ***un**aware* ***un**common* ***un**conscious* ***un**decided* ***un**important*
- Before nouns, *un-* can indicate 'without':
  ***un**tidiness* ***un**kindness* ***un**employment*
- Before verbs, *un-* means 'to do the opposite':
  ***un**curl* ***un**do* ***un**plug* ***un**lock* ***un**wrap* ***un**zip*
- *In-* and *im-* can sometimes indicate 'not':
  ***in**decisive* ***in**finite* ***in**fallible* ***im**penetrable* ***im**polite*
- They can also mean 'in/inside':
  ***in**take* ***in**doors* ***im**plant* ***im**prison*

2 Underline the words that mean 'not...'.

a *unfaithful* **b** *unpack* **c** *inhospitable*
d *impractical* **e** *impound* **f** *inside*

3 PREFIXES IN FRONT OF 'NON-EXISTENT' WORDS

We use prefixes in front of many words where the base form doesn't exist by itself. For example, *incessant* means 'without stopping' but there is no such word as 'cessant' (although there is the verb *cease*). Here are more examples:

inflect *intact* *immune* *disparage*
repeat *impeccable* *impede* *unkempt* *unscathed*

3 Underline the words that have no base form that exists by itself.

indirect *inept* *untie* *infinity* *unprompted*
impromptu *undying* *undue* *unduly* *insipid*

4 SUFFIXES THAT SHOW THE PART OF SPEECH

A suffix changes the meaning of the word it is joined to only by changing its part of speech; e.g., we can add *-ity* to the adjective *national* to make the noun *nationality*. We often need to change the spelling, for example, *urgent* becomes *urgency*. Here are some examples of suffixes:

- *-ation/-ition* *-ance* *-cy* *-er* *-ment* *-ness* *-ity* *-ist* form nouns:
  inform (verb) becomes: *inform**ation*** *dance* (verb) becomes: *dan**cer*** *sweet* (adj) becomes: *sweet**ness***
  tour (verb) becomes: *tour**ist***
- *-ous* *-able* *-ful* *-ing* *-ical* *-less* *-y* form adjectives:
  danger (noun) becomes: *danger**ous***
  forget (verb) becomes: *forget**ful***
- *-ise* *-ify* *-en* form verbs:
  intense (adj) becomes: *intens**ify***
  flat (adj) becomes: *flat**ten***

4 Write numbers next to these suffixes according to which part of speech they usually indicate. A few belong in more than one category.

1 adjective **2** noun **3** verb

-ist -hood -or -ese -ee -en -ision -some
-ship -ise -ical -ify -ible -y -ant -ive -ness

5 SUFFIXES THAT HAVE MEANING

A few suffixes, particularly at the end of adjectives, have meaning; e.g. *-less* always indicates 'without':

meaning**less* ***use**less* ***home**less* ***hope**lessly* ***remorse**lessly

- Here are more examples:
  -like *-proof* *-tight* *-ful* *-worthy* *-able* as in:
  *child**like*** *child**proof*** *water**tight*** *respect**ful***
  *trust**worthy*** *understand**able***

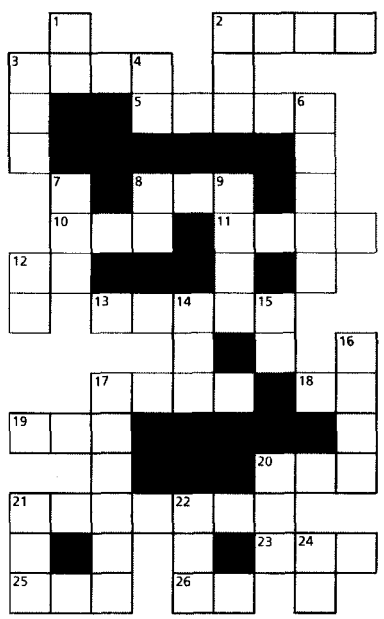
Practice

1 Match a prefix with a word to make a new word. Then choose the appropriate meaning for the prefix from the list.

Example: 0 anti-theft / against

(0	*anti-*)	*power*	(against)
1	*inter-*	*author*	not
2	*super-*	*hi-fi*	main
3	*ex-*	*normal*	too much
4	*mini-*	*city*	very big
5	*ab-*	*continental*	before
6	*over-*	*view*	previous
7	*co-*	*enemy*	between
8	*arch-*	*wife*	small
9	*trans-*	*spend*	together
10	*pre-*	*(theft)*	across

2 The solutions to all the crossword clues are prefixes. Write them into the grid below.



Across

2 not a bilingual dictionary
3 just half a circle
5 talented in lots of ways
8 not as white as white could be
10 she isn't a believer
11 perhaps we rate her too highly
12 this centenary – a 200th anniversary
13 not paid enough
17 courses for graduates
18 not a very sensitive thing to say
19 he spelt 'accommodation' with one 'm'
20 before the war
21 it won't be productive; quite the reverse
23 they played so much better than us
25 a new kind of Romantic
26 this is not relevant

Down

1 get rid of the frost in the fridge
2 it's not functioning right
3 temperatures below zero
4 not practical or possible
6 bigger than the national championships
7 clothes not discriminating between the sexes
8 the process is still going
9 a taste in advance
12 make a friend of
14 he appeared and then he was gone
15 heat it up again
16 if penultimate is second from the end, what's third?
17 not as intellectual as he appears
20 in favour of
21 two roads or rivers coming together
22 a bicycle with an extra wheel
24 hours to wrap the presents, ten seconds for this

3 Complete the blanks with the corrected form of the base word given (1–6). the first (0) is given as an example.

(0) Understand (1) Impress (2) Relevant (3) Consult
(4) Consider (5) Value (6) Worth

The Crusades

The medieval crusades, when Western European knights and adventurers attempted to seize Jerusalem from the hands of the Seljuk Turks, are widely ***understood*** (0) by most people in the West, who think of them as glamorous and heroic. True, the level of heroism was occasionally ..... (1), but in fact the crusaders were ignorant and misguided. For example, they viewed the Byzantine Emperor, through whose lands they had to travel, as an annoying ..... (2), denying him even so much as a ..... (3) role in the proceedings. In reality, his long experience of the Saracens had given him a not ..... (4) knowledge of their fighting methods and politics. His advice, had the crusaders chosen to follow it, would have been absolutely ..... (5). Instead, they repeatedly dismissed it as ..... (6) with the result that, despite initial success, the crusades eventually dwindled to ignominious failure.

4 Rewrite each of the following sentences using the two prompt words given.

Example: The programme would only work if it was self-financing, wouldn't it? **viable / itself**
The programme would only be viable if it could finance itself, wouldn't it?

a Unfortunately the optimism we all felt didn't last very long, did it? **optimistic / short-lived**
b Her outstanding performance put everyone else bar none in the shade. **outshone / exception**
c I don't think you can have grasped what I was getting at. **misunderstood / trying**
d This has absolutely nothing to do with what we are discussing. **irrelevant / under**

Exam practice 5

1 Finish each of the following sentences in such a way that it means exactly the same as the one printed before it.

EXAMPLE: The only way they're going to reject this offer is if the price is too high.
They will certainly *accept this offer if the price is not too high*. Or: They will certainly *accept this offer unless the price is too high*.

a Let me know when you're coming and I'll be able to book the seats.
Unless .....

b Without your help we couldn't have got the car started.
If it .....

c So long as you drive carefully, you should have plenty of petrol to get you home.
Drive carefully or .....

d 'Don't keep doing that or I'll leave,' she told him.
She told him she .....

e You won't get there before four o'clock however fast you drive.
Even if .....

f We'll start at three as long as you're all on time.
Provided .....

g But for his bravery, several people might have been killed.
If it .....

h Even if you disagree with her, she'll still carry on.
You .....

i If you hadn't come at the right time, we'd have been in trouble.
Had .....

j We must be prepared, in case the worst happens.
Should .....

k We really should be leaving, shouldn't we?
It's high .....

l It's a pity you told everyone what we were up to.
I'd rather .....

m An appeal against her conviction might change everything.
Were .....

n Inviting him to dinner would have meant my cooking all afternoon.
If .....

o Should there be no qualified paramedic on the premises, call this number.
In the .....

SCORE

2 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: If it hadn't been for the postal strike, the letter *would have arrived* today.

a All the best bargains ..... sold if we don't get to the market soon.

b If you don't call me before 6.00 p.m., I ..... you are no longer interested.

c It's high time ..... clean about what you were doing last night.

d If you ..... socks up, you're going to fail the entrance test.

e I wish ..... my father's advice because with hindsight he was obviously wrong.

f I wish I ..... foot in this horrible city.

g If I've promised to do something for you, you can be sure I ..... out of it.

h Had ..... your timely intervention, we could have lost a lot of money.

i Even if ..... to pay for her ticket, she wouldn't have gone with me.

j It's high time they ..... minds on whether to sack her or not.

k I ..... told you what Tony said if I'd known you were going to gossip about it.

l If I had known they weren't really getting married, I ..... time preparing my speech.

m If you had been in my shoes, ... said?

n If only ..... while the iron was hot! It's too late now.

SCORE

3 Underline the word or phrase that best completes each sentence.

1 Julia played a ..... role in the planning of the millennium exhibition.
A consultation **B** consulting **C** consultative **D** consulted

2 Even the best medicines are not ..... .
A infallible **B** unfailing **C** fail-proof **D** falsified

3 In the event, we found your advice absolutely ..... .
A unworthy **B** valuable **C** invaluable **D** impecunious

4 I parked in a restricted area and the police ..... my car.
A imprisoned **B** impounded **C** impaled **D** interned

5 He has been ..... for gross misconduct.
A impressed **B** impounded **C** impeached **D** impelled

6 In the end, I just lost my ..... and started gabbling incoherently.
A head **B** mind **C** brain **D** intelligence

SCORE

4 Circle a letter **A**, **B**, **C** or **D** that best fills each numbered gap. The example (0) is given.

Oxford is a city with such a ..... (0) reputation that many who come here find themselves intimidated by the place and can't wait to leave, while others, taking to it like a ..... (1) to water, find themselves returning again and again. The college lawns provide a gorgeous ..... (2) to serious study, and in the right light, on a sunny winter's morning say, one feels as if one is ..... (3) on air, such is the sense of unreality. Oxford may like to ..... (4) that it is at the intellectual ..... (5) of things, but in many ways it is no more than a sleepy ..... (6) where, to mix metaphors, transitory students, the ..... (7) of their generation, wait in the ..... (8), allowing their talents to ..... (9) before moving off into the industrial or political ..... (10). Much of this is a myth, of course. Hardship and hard work are very much part and ..... (11) of student life. The ..... (12) get through the three years' hard ..... (13) by simply putting their shoulders to the ..... (14) before going on to fairly average jobs. Only for the tiny minority is Oxford the first ..... (15) on the ladder to fame and fortune.

0	**A** mind-blowing	**B** clear-headed	**C** backhanded	**D** broken-hearted
1	**A** fish	**B** duck	**C** boat	**D** swimmer
2	**A** backdrop	**B** curtain	**C** scene	**D** screen
3	**A** flying	**B** gliding	**C** floating	**D** swimming
4	**A** pretend	**B** act	**C** dissemble	**D** produce
5	**A** wheel	**B** engine	**C** spoke	**D** hub
6	**A** backwater	**B** stream	**C** tributary	**D** watershed
7	**A** froth	**B** cream	**C** fat	**D** caviar
8	**A** pavilion	**B** dressing room	**C** wings	**D** foyer
9	**A** flourish	**B** open	**C** spread	**D** float
10	**A** peak	**B** abattoir	**C** dead-end	**D** fast-lane
11	**A** package	**B** section	**C** province	**D** parcel
12	**A** level-headed	**B** hot-headed	**C** hot-blooded	**D** kind-hearted
13	**A** push	**B** pull	**C** grind	**D** roughage
14	**A** cart	**B** wheel	**C** engine	**D** boat
15	**A** step	**B** position	**C** elevation	**D** ascent

SCORE

TOTAL SCORE

Progress test 1 (testing contents of Units 1–5)

1 Fill each of the numbered blanks in the passage with **one** suitable word.

Many cities can arouse excitement and a passionate response ..... (1) their visitors but Florence is almost guaranteed to bowl ..... (2) all but the most world-weary traveller. Its countless museums and galleries ..... (3) be overwhelming at first, and many people find it difficult to ..... (4) in and absorb the visual bombardment from the past. It is home to buildings that have ..... (5) famous ..... (6) over the world and ..... (7) now easily recognised by any tourist, but you ..... (8) to look further than the obvious symbols of the city to discover its real character. True, nowhere ..... (9) the relationship between the sacred and the worldly more eloquently ..... (10) than in Florence's major churches and palaces, but the whole city is a phenomenon never again to be ..... (11) and one you will never ..... (12).
The Ponte Vecchio, which ..... (13) the River Arno at its narrowest point, was once the most important thoroughfare between the two sides of the city. ..... (14) in 1345 to replace the earlier twelfth-century wooden structure ..... (15) away by flood waters, the bridge is lined with jewellers' shops which ..... (16) acted as a magnet for visitors ..... (17) this day. Few .....(18) deny that if any city in Europe is worth visiting, Florence ..... (19) be very near the ..... (20) of the list.

SCORE

2 Finish each of the following sentences in such a way that it is **as similar as possible to the sentence printed before it.**

EXAMPLE: Maria shouldn't have many problems with the administrative side of the job.
It's unlikely *that Maria will have many problems with the administrative side of the job.*

(a) They only reimbursed us because we took legal advice.
We wouldn't .....

(b) There's a very good chance that the company ran up those debts intentionally.
The company could .....

(c) My salary is half what it would be in the job I was offered in January.
If I had .....

(d) It's a long time since anyone gave my car a proper service.
I haven't .....

(e) It would have been common courtesy to let me know you were coming.
You might .....

(f) She went before I realised what was happening.
By the .....

(g) It's time we were planning our next holiday, isn't it?
Don't you think we ..... ?

(h) We've had lots of arguments with that particular harbour master before.
This isn't .....

SCORE

3 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: But for the authorities' recent intervention, the couple *would have sorted* out their differences together.

(a) When he came in, his hands were covered in oil and grease because he ..... on his car.
(b) Were the next World Cup ..... in your country, would you approve?
(c) That's the last ..... anything from a mail-order catalogue, I assure you.
(d) Had there ..... a special offer on that month, I would probably never have joined the club.
(e) These problems had ..... out before the Annual General Meeting next month.
(f) Fortunately, there is little ..... such a mistake being made again.

SCORE _____

4 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

EXAMPLE: I'd like to make a few suggestions.
forward
I'd like to put forward a few suggestions.

(a) It was wrong of you to take what he said for granted.
shouldn't
.....

(b) His exam results will determine what choice he has for further education.
dependent
.....

(c) If by chance you're arrested, you don't have to say anything.
under
.....

(d) The new minister seems to be excellent at fielding awkward questions.
flair
.....

(e) People often find their first experience of sky-diving rather sickening.
common
.....

(f) We couldn't hear most of what he said.
inaudible
.....

(g) Their exclusion from union meetings stems from their shocking behaviour at the last one.
since
.....

(h) Generally, the majority of the audience is made up of school children.
comprise
.....

SCORE _____

5 Choose the word or phrase which best completes each sentence. Circle the letter **A**, **B**, **C** or **D** for each sentence (1–25). Give **one answer only** to each question.

1 I'm afraid you may find the truth somewhat ..... .
A inedible **B** unmanageable **C** indigestible **D** unpalatable

2 The youth team really ..... themselves in the semi-final.
A surmounted **B** excelled **C** beat **D** exceeded

3 I personally don't believe you can ..... of his support.
A count **B** depend **C** rely **D** be sure

4 He opened the account with a(n) ..... to running up a healthy overdraft.
A aim **B** view **C** purpose **D** plan

5 The ..... feeling at the meeting was that we should go ahead.
A predicted **B** pre-eminent **C** predominant **D** prefabricated

6 The estate agent assured us that we could ..... the house at any time.
A look over **B** overlook **C** oversee **D** see through

7 There is little doubt that your daughter has a real ..... with animals.
A affinity **B** intuition **C** aptitude **D** flair

8 Your query unfortunately does not ..... into this category.
A fall **B** take **C** set **D** work

9 There is every ..... of things going horribly wrong.
A opportunity **B** chance **C** probability **D** opening

10 Your work falls well ..... the required standard.
A under **B** below **C** short **D** off

11 She came back with an answer as quick as a(n) ..... .
A twinkling **B** lightning **C** flash **D** express

12 The government was finally ..... down by a minor scandal.
A brought **B** taken **C** come **D** pulled

13 It appears that the hostages were not ..... to any unnecessary suffering.
A subjugated **B** subjected **C** subsumed **D** subverted

14 The ..... are against her winning a fourth consecutive gold medal.
A chances **B** bets **C** prospects **D** odds

15 Her performance in the last scene was quite .....
A describable **B** remarkable **C** notable **D** noticeable

16 Have you ever really ..... up to your parents?
A spoken **B** reached **C** worked **D** stood

17 For years now it seems he has been ..... by bad luck.
A bugged **B** doomed **C** dogged **D** haunted

18 Unemployment figures have ..... since the last election.
A lifted **B** raised **C** flown **D** soared

19 At last, I ..... on him to help us out of our dilemma.
A persuaded **B** prevailed **C** laboured **D** convinced

20 The earthquake ..... 6.5 on the Richter scale.
A weighed **B** measured **C** achieved **D** counted

21 You should be ..... ashamed of yourself for what you've done.
A thoroughly **B** hopelessly **C** entirely **D** earnestly

22 Wouldn't you agree that the balance of power has ..... recently?
A affected **B** swept **C** shifted **D** weighed

23 The referee's attention was drawn ..... a player lying prostrate in the centre circle.
A to **B** by **C** on **D** for

24 Despite a string of ..... performances he retained his place in the side.
A promising **B** reasonable **C** satisfactory **D** moderate

25 Nobody from the President down should imagine they are ..... the law.
A beyond **B** over **C** within **D** above

SCORE

TOTAL SCORE

Unit six

Linking clauses

Entry test

1 Finish each of the following sentences in such a way that it is as similar as possible to the sentence printed before it.

a Uncle Eric fell down the stairs a few years ago and hasn't felt right since.
Ever .....

b We might as well go for a coffee as the film won't start for another hour.
Since .....

c As soon as solemn music started to play on the radio, I realised the President had died.
On .....

d The kids finished breakfast and ran to the beach.
Once .....

e You could give me a hand as you've nothing better to do.
Seeing .....

f Your comments on the hotel are valid as far as the poor quality of the service is concerned.
In that .....

FOR TIME AND REASON CLAUSES, SEE SECTION 1.

2 Finish each of the following sentences in such a way that it is as similar as possible to the sentence printed before it.

a Many people fell asleep during the extremely boring speech.
The speaker was so .....

b The performance was so dreadful we left before the interval.
It .....

c Her formidable reputation meant that most people were in considerable awe of her.
Such .....

d I think we should establish clear aims in case we all get confused.
So that .....

e The drug has such a powerful effect that many doctors refuse to prescribe it.
So .....

f News of the explosion was covered up for fear of upsetting the negotiations.
In order .....

SCORE _____

FOR RESULT AND PURPOSE CLAUSES, SEE SECTION 2.

3 Finish each of the following sentences in such a way that it is as similar as possible to the sentence printed before it.

a The accused still claims she was framed, though all the evidence points to the contrary.
Despite .....

b It may be difficult to understand book-keeping, but it's certainly useful when it comes to running a business.
Difficult .....

c As an actress she is extraordinarily talented, but she still doesn't get the roles she deserves.
Talented .....

d My mother is well into her eighties, but is still remarkably active.
Even .....

e You can try all you like to persuade me otherwise, but I still think fashion is a waste of time.
However .....

f Your shoes are fine, but your clothes look a complete mess.
While .....

g The doctors couldn't agree on a suitable course of treatment for me, however much they discussed it.
No .....

h I adore old films, but that one was a real turkey.
Much .....

SCORE _____

FOR CONCESSION CLAUSES, SEE SECTION 3.

TOTAL SCORE _____

OVERVIEW

1 TYPES OF LINKING CLAUSES

Apart from conditional clauses (see Unit 5, Overview 3), there are other types of clause we can use to show the relationship between statements in a sentence.

Time clauses

Time clauses are adverbial clauses which state whether one thing happened after, before or at the same time as another. We introduce them using a conjunction, e.g. *when, after, while, once*, etc. (see Section 1.1):

__As soon as__ I've finished reading the newspaper, I'll wash up.
I'll make the salad __while__ you're getting on with the pasta.

Reason clauses

Reason clauses are adverbial clauses which state why something is the case. We introduce them using a conjunction, e.g. *because, since, as*, etc. (see Section 1.2):

__Because__ this TV is old, we're having problems with it.
You try to fix it __since you think you're__ so clever!

Result clauses

Result clauses state the result of a situation. We use *so, such*, etc. (see Section 2.1):

My mobile phone wouldn't work in the mountains __so__ we had to find a callbox.
His reputation is __such that__ his competitors are in awe of him.

Purpose clauses

Purpose clauses show why people do things, or what their intention is when they do them. We use a *to*-infinitive, or a conjunction e.g. *in order to, so as to*, etc. (see Section 2.2):

They stopped __to look__ at the map.
Vehicles have been fitted with catalytic converters __in order to__ reduce pollution.

Concession clauses

Concession clauses link statements which contrast with one another in a surprising way, often expressing something unexpected. We use conjunctions such as *however, although*, etc. (see Section 3):

__Even though__ it's freezing cold, Pam insists on wearing a miniskirt.
I love travelling, __though__ I find airports tiring.

-ing clauses

We can also use *-ing* clauses to express time and reason relationships (see Section 1):

__Watching__ the advert for digital TV, Ben wondered about the technology involved.
__Having realised__ that you were going to be late, you should have phoned to change your appointment.

2 REASONS FOR USING LINKING CLAUSES

Using different structures to show the relationship between events allows us to be more precise about the relationship. It also adds variety to simple or dull language. Compare the following examples:

a *She walked into the room with the stolen picture __and__ looked around carefully. She established that she was alone __and__ walked over to the window. She opened it __and__ immediately it started to rain heavily.*
b *__Walking__ into the room with the stolen picture, she looked around carefully. __Once__ she had established that she was alone, she walked over to the window. __Hardly__ had she got it open __when__ it began to rain heavily.*

3 POSITION OF LINKING CLAUSES

The order of the two clauses can change as long as the relationship remains clear. We commonly place the more important information at the end:

I carried on working, __although__ I felt really tired.
(= focus on feeling tired)
__Although__ I felt really tired, I carried on working.
(= focus on working)

watch out!

- We don't normally use *will* after words like *when, as soon as, until, once* and *in case* in time clauses:
  ✗ ~~*I'll wait here __until the repair man will come__.*~~
  ~~*I'll wait here __in case he will turn up__ later.*~~
  ✓ *I'll wait here __until the repair man comes__.*
  I'll wait here __in case he turns up__ later.
- We can sometimes use the same word to introduce different types of linking clauses, for example:
  __While__ you have a point, we can't alter your contract, I'm afraid. (= concession)
  __While__ you're on the phone, let's talk about next weekend. (= time)

SECTION I

Time and Reason

1 TIME CLAUSES

We can use different linking words and phrases in time clauses to be more precise about:

- when things started (*since, ever since*):
  ***Ever since** she read an article on dishonest hotel owners, Fotini has found things to complain about.*
- things happening at the same time (*as, while, whilst, when*):
  ***While** the bath was running, she checked the state of the towels. **As** she was doing so, she noticed a hole in one of them. **Whilst** she waited for the bath to fill, she switched on the TV.* (= formal)
- one thing following another (*after, before, as soon as, when, once,* etc.):
  *She began to get more irritated **when** she realised the TV wasn't working. She decided to ring reception **as soon as** she'd finished her bath. **Once** she'd had her bath, she was feeling much better. **Now that** she was relaxed, she could cope better with the problems. **After** she'd waited half an hour for someone to mend the TV, she became edgy.*
- one thing following another very quickly (*no sooner...than, the moment / minute...,* etc.):
  ***On** phoning reception yet again, she was told that the repairman was on his way. She'd **hardly** put down the phone **when** there was a knock on the door. **Immediately** he'd finished, the repairman left. She'd **no sooner** switched on the TV **than** there was an enormous explosion.*
- every time (*when, whenever, every time*):
  ***When** she sent letters to the hotel, they never replied. **Whenever** she went back in person, they said the owner was unavailable.*
- when things finish (*until, by the time...,* etc.):
  *Fotini wrote and phoned for three months, **at which point** she lost patience. She was determined to fight on **until** she got some satisfaction. She finally contacted a solicitor, **by which time** the hotel had closed down.*

-*ING* CLAUSES

We can use an *-ing* form after (*ever*) *since, after, before, while, when, whenever*:

***Since reading** that article, Colin's refused to eat red meat.*
***After waiting** for ages for a table, we decided to try another restaurant.*

2 REASON CLAUSES

Ways of introducing reasons:

because	is much more common than the others, especially to answer *Why...?*: *I didn't say anything **because** you'd have been angry.* ***Because** I'll be in tonight, I'll baby-sit.*
since, as	often introduce reasons that the listener or reader already knows: ***Since** you don't like pizza, let's buy fish and chips.* ***As** you've seen the film, let's go somewhere else.*
(just) in case	is used to talk about things that may possibly happen: *Don't leave him alone **in case** something happens.*
seeing that	meaning 'since': ***Seeing that** we're agreed, we might as well go ahead.*
in that, insofar as, inasmuch as	are used in fairly formal English to justify what we have just said, often by indicating why the statement is true: *He's rather untrustworthy, **in that** he conveniently forgets that he owes you money.* *We're expecting a busy summer **insofar as** bookings are already up for August.* *This product is guaranteed **inasmuch as** we'll replace it if you return it within thirty days.*
for	is used in very formal or literary contexts only: *He was very nervous **for** he was being videoed.*
***-ing* clauses**	are used to express reason relationships: *We queued for over two hours, **hoping to get** tickets to the concert.* ***Having passed** my driving test, I thought I could hire a car.*

Which of the phrases can begin the sentence?

a Immediately he saw her
b On seeing her
c He had no sooner seen her
d Seeing that she hadn't noticed him
e The moment he saw her

he tried to attract her attention.

Practice

1 Write a correct version for each of the following sentences.

Example: As soon as I will get the answer, I'll let you know.
As soon as I get the answer, I'll let you know.

a After 1997, exports have been booming.
b When I'll get back, I'll tell you all about it.
c When examining it more closely, he realised that the ticket was for the next day.
d Once she will have understood the procedures, she'll work much faster.
e I'd no sooner taken my seat when the fire alarm went off.
f As our bus didn't leave for another hour, so we didn't have to rush.

2 Match the first halves of sentences (1–5) **with the second halves** (a–e) **and connect them with one of the linking words listed below.**

Example: 0 *by which time f*

while on now that the minute once (by which time)

(0 We played tennis from three until six,)
1 I understand why you don't like her
2 I think I must have dropped my keys
3 She was bound to contact the police
4 He phoned his wife immediately
5 I began to enjoy the novel

a I had read the first few chapters.
b hearing the result of the tests.
c I was walking to work this morning.
d I've finally met her.
e she discovered her diamonds missing.
(f I was exhausted.)

3 Fill each of the numbered blanks with one suitable word.

I had no ..... (1) sat down and opened the menu than she came in, smiling, slightly swaying, her arm outstretched. ..... (2) catching sight of her, I realised that all the time I had been half-hoping for this, ... (3) since I boarded the plane. And the ..... (4) she sat down, it was as if she had been expecting me, as if we had arranged to meet the night before. We had ..... (5) exchanged opening pleasantries when behind me I heard the waiter, with remarkable intuition, ask whether he should bring champagne. We began talking wildly, questioning and answering, laughing between smiles. ..... (6) I complimented her on her English, she pouted, ... (7) it was nowhere near as fluent as it had been. It was not ..... (8) the first bottle of champagne had been emptied that the conversation drifted inexorably to the past and it was only ..... (9) that awkwardness and tentativeness crept in. ..... (10) time passed, an air of unreality seemed to descend upon the proceedings. By the ..... (11) we had finished our starters, our bursts of conversation had become shorter, less animated, and the pauses between them correspondingly longer. We finished the second bottle in resigned silence, at ..... (12) point her eyes were clearly filling up with tears.

4 Rewrite each of the following sentences using the words given in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: The training covered all the techniques and was therefore pretty comprehensive. (**insofar**)
The training was pretty comprehensive insofar as it covered all the techniques.

a I'm half German and so can speak the language fluently. (**being**)
b The traffic may be heavy on the motorway so let's avoid it. (**in case**)
c You're not busy so come and give me a hand. (**seeing**)
d Their failure to implement even one item in their manifesto would seem to indicate that this government is ineffective. (**inasmuch**)

5 Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: When she finds out what you've done, she'll immediately inform the police.
The *moment she finds out what you've done, she'll inform the police.*

a Daniel was busy with his computer game, giving me time to look round his room.
While .....
b Finish eating first. Then you can watch television.
You can't .....
c The missing boy was last seen just before Christmas.
Nobody .....
d After the first few minutes, I began to enjoy the film.
Once .....
e I turned on the TV and the doorbell rang a moment later.
I'd no .....

SECTION 2

Result and Purpose

1 RESULT CLAUSES

Ways of introducing result clauses include:

so...(that)

So comes at the beginning of the result clause:
*There were nine of us **so** we had to bring more chairs.*

- We also use *so* before adjectives and adverbs followed by a *that*-clause (we can omit *that*):
*He was **so** fed up **(that)** he threatened to resign.*
***So** disgusted were they by the bad language **(that)** they walked out.* (= formal)

such...(that)

We use *such* before a noun or an adjective + noun, followed by a *that*-clause (we can omit *that*):
*They had **such** a great time **(that)** no one wanted to go home. **Such** was our annoyance **(that)** we refused to co-operate further.* (= formal)

- We use *in such a way that* and *in such a way as to* meaning 'with the result that':
*He designed the room **in such a way that** it looked bigger than it actually was.*
*The city centre is signposted **in such a way as to** completely confuse most tourists.*

Other ways of expressing result include:

- *Therefore, consequently,* and *as a result* are adverbials that help to express result:
*Sales are down. **Therefore** there'll be no pay rise this year.*
*We didn't eat the shellfish and **consequently** weren't as sick as everyone else.*
*There was a shortage of lifeboats on the Titanic and 1500 people died **as a result**.*
- We can use *otherwise* and *or else* to express the consequences of not doing something:
*We need to speed up, **otherwise** we'll be late.*
*Let's put the price up **or else** we'll make no profit at all.*

2 PURPOSE CLAUSES

Ways of introducing purpose clauses include:

***to*-infinitive**

The most common way to express purpose is to use a *to*-infinitive (called an 'infinitive of purpose'), especially to express one particular purpose:
*I phoned **to find out** if he was still there.*
*I didn't do it **to annoy** you.*

in order to* and *so as to

We use *in order to* and *so as to*:

- to emphasise intentions or requirements:
*I arrived early **so as to / in order to** appear keen.*
- to express a negative motive or purpose:
***In order not** to be misunderstood, let me put it another way.*
*I told him when he was alone **so as not to** embarrass him in public.*
- to avoid confusion with other uses of *to*-infinitive:
*I helped him **in order to** make sure he arrived safely.*
I helped him to get the answer. (= not an infinitive of purpose)

in order that* and *so that

We use *in order **that*** and *so that* when the second subject begins with a noun or pronoun:

✘ ~~*I've drawn a map for you in order to find the house.*~~
✓ *I've drawn a map for you **in order that** you can find the house.*

Other ways of expressing purpose include:

- We use *for* in front of nouns to express purpose:
*They did it **for** a laugh.*
- We often use *for* + *-ing* with a similar meaning to a *to*-infinitive:
*We use this Allen key **for tightening** the screws.*
*We use this Allen key **to tighten** the screws.*
- We use *for fear of / that* (and *lest* in very formal English) to introduce possible consequences that we are trying to avoid:
*They left at night **for fear of** being followed.*
*He locked his drawer **lest** somebody should look in it overnight.*

See Section 4 for other ways of expressing purpose.

? check

Mark (P) next to sentences that contain a purpose clause, and (R) next to those with a result clause.

a Such was their confusion that my parents ended up getting totally lost.
b So brilliant a footballer was he that he played for his country at the age of 18.
c I worked hard so that my mother wouldn't complain.
d We'd left early to make sure we got there in time.
e They played loud music every evening, so the neighbours began to complain.

Practice

1 Rewrite each of the following sentences using the word given.

Example: I've left this because I want you to finish it. (**for**) *I've left this for you to finish.*

a I felt really ill and had to leave. (**that**)
b It was a really boring film and I walked out half way through. (**such**)
c If we don't get there soon there won't be any seats left. (**otherwise**)
d Let's meet tomorrow to sort out any remaining difficulties. (**in order that**)
e I took the country roads because I didn't want to get stuck in traffic. (**so as**)

2 A word is missing from most of the numbered pairs of lines in the passage. Mark the place with a line/ and write in the missing word on the right. If a pair of lines does not need a word added, put a tick (✓). The first two pairs have been done for you.

Gone are the days when local inhabitants
would treat news that foreign investors ✓
were intent / starting up operations in
their area with suspicion. Now such on
1 announcements are greeted with joy by
the long-term unemployed see light .....
2 at the end of a long tunnel. The immediate
and most significant is a wage- .....
3 packet. The second is a lightening of the
depression that descends .....
4 on the town a result of years of stagnation.
Shops long boarded up .....
5 start re-opening, high streets become filled
with people – people .....
6 smiling. Used to empty streets and
half-empty shopping bags are .....
7 the citizens that they assume this will go
on for ever. Discos with .....
8 strange names open, restaurants serving
delicious Italian food that locals .....
9 dream they are in Umbria, do thriving
business, cinema owners lose their .....
10 frowns. Excitement is widespread that
pubs, having been used to three or four .....
11 customers, take on extra staff. And this is
all as result of these wonderful .....
12 foreigners who decided to move here that
we could make more money and .....
13 lead a normal sort of life. And they've
done it in such a that everyone has .....
14 benefited. When they then say that, a
result of a stronger currency, high .....
15 interest rates, etc. they've decided that
they have to shed jobs else .....
16 close down completely, it comes as
a shock. .....

3 Fill each of the gaps with a suitable word or phrase.

a The minister was forced to resign, such ..... weight of public opinion against him.
b We need to win at least one of our last three matches or else ..... to Division 3.
c My brother only dressed up as a girl ..... bet.
d The President's explanation was phrased in such ..... to various interpretations.
e Such fun ..... by all that we decided to have another party the following Saturday.
f I'll give you this microphone in ..... say can be heard by everyone.
g I always take my mobile phone so as ..... lost.
h The judge gave him so long ..... out of prison until he was 110 years old.

4 Finish each sentence in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: Nicholas hadn't worked there for long, so not many people knew him.
Nicholas had been there for so short *a time that not many people knew him.*

a Let's remind ourselves of the agenda before we forget the purpose of this meeting.
In order that .....
b The elephant's strength means that it's in great demand when any heavy work is required.
Such .....
c Bill had a very strong personality and many of us were frightened of him.
So .....
d I'll call you Phil, and you Philip, so that we don't get totally confused.
So as to .....
e The illegal immigrants gave false names because they didn't want to be identified.
For fear .....

SECTION 3

Concession clauses

Concession clauses give information that contrasts with or opposes the facts in the main clause in an unexpected way. These clauses can be introduced with conjunctions such as *although*, *(even) though*, *however*, etc. Some of these words and phrases introduce the known or background information; others introduce the unexpected contrast.

1 POSITION OF LINKING WORDS AND PHRASES

Concession clauses can come as the first or second part of a sentence:

I stayed until the end, ***although*** *I was very bored.*
(= focus on being bored)
Although *I was extremely bored, I stayed until the end.*
(= focus on staying)

watch out!

It's important to use the conjunction with the right part of the sentence:
✗ ~~*It was much too hot,* ***even though*** *I went out.*~~
✓ ***Even though*** *it was much too hot, I went out.*

- We often express contrast or opposition by starting a second sentence with an adverbial:
  The weather was terrible. ***Nevertheless,*** *we decided to go ahead with the picnic. Personally, I'm dead against the plan.* ***However,*** *I think I'm in the minority.*
- Some adverbials and phrases can come at the end of the second sentence:
  I saw my ex-fiancé last night. We didn't speak, ***though.***
  I'm afraid I can't come. It was nice of you to invite me, ***all the same.***

2 INTRODUCING BACKGROUND INFORMATION

We use many different patterns and structures to express concession.

- We use the conjunctions *although*, *though* and *even though* followed by a verb phrase:
  Although *she knew about his past, she couldn't help loving him. She's decided to travel alone,* ***even though*** *she's been warned.*
- *While* and *whilst* (formal) can replace *although*:
  While *I see your point, I still think you're wrong.*
  Whilst *Anne's usually pleasant, she can often be bad-tempered.*
- We use the pattern adjective / adverb + *as* or *though* + subject + verb in emphatic sentences:
  Hard as they tried, *the two sides couldn't agree a peace settlement.* ***Difficult though it was,*** *they finally managed to reach a compromise.*
- We use *much as*, meaning 'although', with verbs such as *like*, *hate*, etc. to talk about strong feelings:
  Much as *I detest the idea of punishing children, I can see it has its uses.*
- The prepositions *in spite of* and *despite* can be followed by a noun phrase or *-ing* form:
  In spite of *the price, I've decided to buy the car.*
  Despite *feeling dreadful, Max went swimming.*
- We use a family of words ending *-ever*, e.g. *however*, *whatever*, *whoever*, to express the idea 'no matter how, what, who, etc.':
  However *many times you ask me, I'm not moving.*
  Whichever *day you visit, I won't be at home.*

3 INTRODUCING THE UNEXPECTED CONTRAST

In everyday English, *but* is the most frequent word to introduce a contrast:

She may be annoying sometimes, ***but*** *I love her.*

- We often add another word or phrase to strengthen the contrast:
  He left me in the lurch, ***but still*** *I have tender feelings for him. I know standards have changed,* ***but even so*** *such scenes on TV aren't acceptable.*
- We use a range of adverbs and adverbial phrases to introduce a second sentence that introduces a contrast. They follow a full-stop, a semi-colon or a dash (–):
  I felt really tired. ***Nevertheless*** *I continued dancing.*
  I felt really tired. ***Even so,*** *I went on dancing.*
  I felt really tired – ***however,*** *I carried on dancing.*
  I felt really tired; ***all the same,*** *I refused to stop dancing.*

? check

Correct the following sentences.

a There were minutes left to the deadline, even though we refused to panic.
b Our project is meeting with considerable success, much as we might like it.
c I spent hours on the Internet even so I knew I was wasting my time.
d Despite of his youth, he had a very mature approach to life.
e Fines are a good way of punishing people, however they are of no use if they cannot be paid.

Practice

1 Rewrite each of the following sentences using the words given. Make any necessary changes to punctuation.

a We've got no money, but we're very happy. (**even**)
b The wind blew all the time, but we still managed to enjoy ourselves. (**nevertheless**)
c I like her new boyfriend but I don't trust him. (**however**)
d I know there's an economic recession, but our profits should still be higher. (**all the same**)
e Reorganisation is a good idea but it would cause friction in this department. (**while**)
f I love Sting's music, but I still thought his latest CD was disappointing. (**much**)
g In spite of her inexperience, I still think we should take her on. (**and yet**)
h My grandad's over ninety, but still manages to remain active. (**even so**)

2 Fill each of the numbered blanks in the passage with one suitable word.

Human nature is a strange thing. This summer I worked for a man my family know to be pleasant, the type who'd agree to have coffee with you even ..... (1) he was terribly busy. Even ..... (2), he turned out to be the most impossible person to work for. ..... (3) you do is always unsatisfactory, ... (4) hard you work and ..... (5) matter how many hours of overtime you do, it's never enough for him. Despite ..... (6) a quiet man, he manages to project such an aggressive image in his café. His employees try to do their best, out of fear or a genuine desire to do a good job, and ..... (7) he tears them off a strip every hour of the day. You may think I'm exaggerating ..... (8) I'm not. During the height of the season he forced five waitresses to hand in their notice ..... (9) though they were perfectly competent. All the ..... (10), I carried on working there every evening. And he really missed the staff who left. ..... (11), he'd never admit it. I didn't know what to do. ..... (12) as I'd have liked to, I didn't think confronting him about his temper would work, ... (13) you might put that down to cowardice. Incredible ..... (14) it may seem, in ..... (15) of him, the café has a reputation for being a very friendly place. Strange, isn't it?

3 Combine each pair of sentences using the linking word given.

Example: Alan's behaved terribly towards me. Nevertheless, I still feel something for him.
even
I still feel something for Alan even though he's behaved terribly towards me.

a There has been strong European competition. We have secured the order, all the same.
yet
b The future for rain forests looks bleak. However, no one is giving up.
although
c There are many dissenters, yes. At the same time, there are many who think as we do.
despite
d I've always been honest about my feelings. You, on the other hand, have not.
whereas
e I know there is a moral code with regard to customers. Even so, I think in this case we might go ahead.
spite

4 Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

a Grey is this year's colour. Even so, I look dull in it.
Although .....
b It didn't matter how hard we tried, we still couldn't get him to lower the price.
Hard .....
c I love chips, but my doctor says they're bad for me.
Much .....
d They'd never agree to sell their land even if you offered them substantial sums.
However .....
e I'm not working overtime, however often they ask me.
No .....
f My car still runs surprisingly well considering it is over ten years old.
Even .....
g I like the lyrics, despite the fact that I think the music is dreadful.
While .....
h His daughter has startling intelligence, though she wastes most evenings playing computer games.
Intelligent .....

Unit six

Vocabulary

SECTION 4

Expressing purpose and effect

Apart from linking clauses, we can express purpose and result in other ways.

1 PURPOSE AND INTENTION

We can use vocabulary items with meanings related to purpose and intention in different parts of speech.

- We often express purpose and intention using verbs:
  *I **mean / plan / intend / aim / hope** to retire before I'm 45.*
- We can also use nouns:
  *My **goal / dream** / (short-term) **plan** / (sincere) **hope** / (ultimate) **aim** / (stated) **intention** / (overriding) **ambition** is to jump over 16 metres.*
- Adjectives can also express such ideas:
  *I'm **eager / keen / determined / resolved / tempted** to see the world before I settle down.*
- Noun and verbal phrases can likewise express aims and intentions:
  *Pam **has high hopes** of winning. They've **no intention of** backing down. John has **no thoughts of** marrying. I've **half a mind to** resign. I'm **toying with the idea of** moving. I've **made up my mind to** leave. He's **set his heart on** getting a moped. She **harbours a dream of** getting married in the Seychelles.*
- Prepositional phrases can also express purpose and motive:
  *She did the course **in the hope of getting / with a view to getting / with the aim of getting** a job in graphic design.*

1 Fill each of the gaps below with one of these nouns.
aim point reason

a Surely the whole ..... of learning a language is to be able to use it?
b The ..... for this broadcast is to announce changes in taxation for the coming fiscal year.
c The ultimate ..... of the organisation is to promote international understanding.

2 Fill each of the blanks with one suitable word.

a They're ..... to sell with a view ..... making a quick profit while the going's good.
b I've every ..... of completing the course because I'm intent ..... becoming qualified.
c I'm of a ..... to tell him that I've no thoughts ..... giving in my notice.

2 RESULT, CAUSE AND EFFECT

Verb and noun structures, as well as adverbial phrases, can express result, cause and effect.

Verb	Noun
*Money **affects** attitudes.*	*Money **has an effect on** attitudes.*
*Peer pressure **influences** teenagers.*	*Peer pressure **has an influence on** teenagers.*
*Statistics will **shape / determine / mould / dictate** policy.*	*Statistics will **have a bearing on** policy.*
*This will **entail / involve / necessitate** further research.*	*There will be **a need for** further research **as a result / in consequence**.*
	*This will have **long-term repercussions / far-reaching implications**.*
*Stress **stems from** many things.*	*Stress **has its roots in** many things.*

3 Which of these words is *not* both a noun and a verb?
influence result stem affect effect need mould

Practice

1 Fill each of the numbered blanks in the passage with a verb from the list.

causes results means leads affects

The recent rapid growth in the tourism industry ..... (1) that many beautiful towns and villages have ceased to belong to their inhabitants. This naturally ..... (2) the way local people regard their visitors, and the latter's arrogant dismissive behaviour often ..... (3) friction. Indeed, this friction sometimes ..... (4) to open hostility between 'natives' and 'invaders' which ..... (5) in an inhospitable atmosphere that is to neither side's advantage.

2 Tick (✓) the verbs and phrases below that express cause. Put a cross (✗) against those that describe result.

Examples: sets off ✗ stems from ✓
is the source of ✓ fosters ✗

sparks (off)	brings with it
can be traced back to	engenders
gives rise to	breeds
is due to	has its origins in
derives from	brings about
dates back to	springs from
sows the seeds of	originates from
has its roots in	

3 Complete each of the following sentences with a suitable word or phrase.

a I have no intention ..... out of my own home by you or anyone.
b After his stupidity I have half ..... lend him any money.
c In the hope ..... her mind, he sent her some flowers.
d There's not much point ..... if he's not at home.
e The latest directive from above may give ..... a certain amount of discontent.
f I'm toying ..... a bank loan.
g But surely the whole point ..... lose some weight.
h His arrogance probably stems ..... father is a diplomat.
i His rebelliousness dates ..... mother left home.
j His interest in acting can ..... when he was at school.

4 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

Example: Paying for the damage seems to be the last thing on his mind. **thoughts**
He seems to have no thoughts of paying for the damage.

a She gave in her notice, planning to start her new job in January.
view
b If I offended you, it was certainly unintentional.
purpose
c The trouble all came about because our computers crashed.
stemmed
d Stray goats on the motorway didn't in itself cause the massive tail-back.
due
e The changes in climate should have no effect whatsoever on our coastline.
affected
f The large amount of cash in his pocket is totally unconnected with the matter in hand.
bearing
g The question of medical costs often makes old people become anxious.
common
h Even further confusion was caused by the witness's latest statement.
led
i The consequence of changing the venue for the event was absolute chaos.
resulted
j Their insular attitudes date back to medieval times.
roots

5 Underline the option, a, b, c or d, that best completes each sentence.

1 Was it just poor time-keeping that resulted ..... his dismissal?
a from **b** to **c** of **d** in
2 Where do you think his new enthusiasm ..... from?
a sources **b** leaps **c** springs **d** traces
3 What were some of the things that brought ..... the French Revolution?
a up **b** about **c** around **d** on
4 The whole problem has its ..... in the late 1980s.
a stem **b** roots **c** cause **d** spring
5 The group's had five consecutive No. 1 hits, as a(n) ..... of which they're extremely rich.
a cause **b** reason **c** effect **d** result
6 Can you shed any light on the reason ..... his appalling behaviour?
a why **b** for **c** of **d** about
7 References can have a considerable ..... on employment prospects.
a cause **b** decision **c** weight **d** bearing
8 Accessing information from the World Wide Web ..... basic computer skills.
a engenders **b** arouses **c** entails **d** accompanies

SECTION 5

Agreeing or not

1 NOT GIVING IN

Here are phrases we use to show we are unwilling to make concessions. There are many others:
standing firm ***not taking no for an answer***
holding out for all you can get ***remaining adamant***
rejecting compromise ***staying put***

1 Fill the gaps with one of these words.
guns ground blank inch foot heels

a sticking to your .....
b not giving an .....
c standing your .....
d refusing point ..... to budge
e digging in your .....
f putting your ..... down

2 WEIGHING THINGS UP

Phrases we use to show we are undecided and are considering issues include:
I'm ***sitting on the fence.***
I must ***weigh things up / weigh up the arguments / see both sides of the issue / get an overview.***
We ***must bear in mind*** *his lack of qualifications, but we should* ***take*** *his experience* ***into account / consideration.***
We should also ***make allowances for*** *his youth.*
Considering *his age, he's done remarkably well.*
He's suitable, ***albeit*** *rather young, for the job. (formal)*
For a *young salesman his track-record is good.*
We ***can't ignore*** *the specific requirements of the job, and* ***certainly not rule out*** *the need for computer skills.*
Perhaps we need ***to compromise.***
We need to balance ***the pros and cons.***
Let's ***sleep on it / ponder a while.***
Eventually we'll ***reach / make a decision,*** *and I'm sure we'll* ***arrive at a mutually satisfactory solution.***

2 Fill the gaps with one of these words.
in up between at

a I can't make ..... my mind.
b I'm ..... two minds.
c I'm ..... a loss.
d I'm ..... a dilemma.
e I'm torn ..... staying until midnight and going now.
f I'm ..... a quandary as to what to do.

3 GIVING IN

Here are some phrases we use when we decide to agree. There are many more:
I'll ***allow you that.*** *Just this once we'll* ***make an exception*** *for you. You're* ***being treated as a special case.*** *Well,* ***have it your way.*** *I* ***give in.*** *You* ***win.*** *I* ***admit defeat.*** *She's* ***thrown in the towel.*** *I suppose you want me* ***to write you a blank cheque.***

3 Which one verb do we use in all of these expressions?

..... him your blessing
..... the green light
..... clearance for something
..... ground
..... them an inch and they'll take a mile
..... up
..... the go-ahead
I'll ..... you that
..... and take
..... way

4 Fill each gap with one of these words.
let leave allow issue concede

a ..... someone a free hand
b ..... a blank cheque
c ..... someone off the hook
d ..... ground
e ..... the door open

Practice

1 Rewrite each of the following sentences using both prompt words so that it is as close as possible in meaning to the sentence printed before it.

Example: I don't want to be dogmatic, but I don't think we can give way on this point.
wishing / stand
Without wishing to be dogmatic, I think we have to stand firm on this point.

a When you're judging him, you have to remember he's only fourteen.
assessment / allowances
b Everyone is welcome, no matter what nationality.
irrespective / where
c All sorts come to these evening classes, from pupils to graduates.
regardless / educational
d We'll treat your child as a special case as he already has a sister in our school.
exception / grounds
e I must have an en suite bedroom, in this hotel or any other you can find me.
insist / whether
f I'm undecided as to whether I should stand firm on this matter or not.
make / guns
g Be aware at all times of everyone's need for occasional privacy.
require / borne

h You have to remember that not everyone is a football fanatic.
account / mad

i We mustn't forget the bad experiences he had as a child.
What / overlooked

j Believe it or not, we still like each other in a way.
Strange / affection

2 Fill each of the numbered blanks with one suitable word.

As you can imagine, my first day in my first full-time job ever was somewhat less than idyllic. ..... (1) all the preparatory mental work I had done, I arrived at the office so nervous I was almost speechless. For the first few hours I remained totally at ..... (2). I had ..... (3) a mind to run out there and then. By lunchtime I was absolutely shaking with nerves, but I refused to ..... (4) in the towel. I had studied hard for this career; I just couldn't bring myself to ..... (5) up quite yet, ... (6) unlikely my prospects of survival appeared. Three days later things were still at a low ..... (7) but I refused point ..... (8) to admit defeat. It was clear my new colleagues were ..... (9) allowances for me and giving me the benefit of the ..... (10). They probably thought I was on my last ..... (11) anyway. The second week passed quite uneventfully and ..... (12) it or not, at the end of it I was actually beginning to relax. Looking back after seventeen years, I'm glad I ..... (13) it out and didn't buckle ..... (14). I'm pleased and proud to hold the position of Director General in this multi-national company, ... (15) only the third biggest in the world.

3 Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: We can't be totally confident that we won't be defeated.
The possibility *of our being defeated cannot be discounted.*

a I can't decide whether to splash out on a holiday abroad or not.
I'm in .....

b The part she has played in this project mustn't be overlooked.
We must bear .....

c I've always thought it's best to stand your ground when there's a dispute.
I've never believed .....

d To everyone's amazement, both teams won places in the Champion's League.
Totally against .....

e She's only twelve, but she's remarkably mature.
For a .....

4 Fill each of the numbered blanks in this short piece with one suitable word.

Ladies and gentlemen, boys and girls, friends – If we can stand ..... (1) and not give ..... (2) to pressure, if we can keep standing up ..... (3) what we believe in and not cave ..... (4) to their demands, if we can hold ..... (5) to our beliefs and not ..... (6) like trees in the wind, if we can stand our ..... (7) and not give an ..... (8) to those oppressors down below, we will save this tree, believe me.

5 Underline the option, a, b, c or d, that best completes each sentence.

1 No matter how much pressure you put on Simon, he won't budge a(n) ..... .
a mile **b** inch **c** foot **d** metre

2 We can't possibly make any ..... for her, however sweetly she asks.
a allowances **b** licence **c** permissions **d** liberties

3 Absolutely anyone is welcome here, ... of their age, sex or creed.
a mindful **b** considering **c** regardless **d** devoid

4 The university might accept you, ... of your disappointing exam results.
a irrespective **b** pending **c** expectant **d** dependent

5 He was reluctant to meet her parents after all this time for ..... of saying something stupid.
a fear **b** chance **c** feeling **d** risk

6 I'm in a ..... as to how to use this CD Rom.
a loss **b** difficulty **c** quandary **d** mind-game

7 There are still, however, rather a lot of obstacles to ..... .
a overcome **b** come over **c** solve **d** resolve

8 Don't you feel the problem needs to be ..... head-on?
a solved **b** worked out **c** ironed out **d** tackled

9 It seems to me that such radical proposals should be ..... out from the beginning.
a wiped **b** ruled **c** removed **d** underlined

10 I'm not going to make an ..... just because you are much younger than the others.
a impression **b** exception **c** upset **d** argument

Exam practice 6

1 In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or it does not fit in with the sense of the text. For each numbered line 1–16, write the unnecessary word in the spaces. Some lines are correct. Indicate these with a tick (✓). The exercise begins with two examples.

There is a very outspoken group of people who want to ban ✓
hunting wild animals. Their argument is such that killing animals such

1 is cruel and unnecessary, while especially in those cases where .....
2 animals are hunted more for sport than for eating or for purposes .....
3 of such conservation. While there are others who find this total .....
4 opposition an example of blind prejudice, the majority of people .....
5 view the debate with somewhat mixed feelings such as the issue can .....
6 quickly become a moral minefield. Is hunting animals because of .....
7 they are pests, like foxes, less acceptable than killing them .....
8 for food? And where does fishing fit into the discussions? Not so that .....
9 much as those who catch a few fish to eat or sell, but rather .....
10 those people who spend hour after hour immediately sitting on the .....
11 river bank with no intention of the killing or eating their catch. .....
12 On to a fish being caught, the 'sportsman' weighs it, photographs it .....
13 if it is large enough and worth boasting about, and then returns it to .....
14 the water, often with a so nasty wound in its mouth from the .....
15 hook, in order that to be caught again another day. Should this pastime .....
16 of millions of people, bizarre even though it may be, also be banned? .....

SCORE ____

2 Finish each of the following sentences in such a way that it is **as similar in meaning as possible to the sentence printed before it**.

a We may as well start the meeting, now that we're all here.
As .....
b We've made some progress in that we now have all the medical records on disk.
Inasmuch .....
c As soon as Suzette heard the news, she rang all her friends to tell them.
On .....
d The train was so slow we might as well have gone by car.
We made .....
e It may be a good idea to arrange a rendezvous or we might get lost.
So .....
f The main speaker spoke with enormous conviction and carried the audience with him.
Such .....
g Anne stayed up to finish the work, even though she was exhausted.
Despite .....
h The mountain route is obviously dangerous, but there is no alternative.
Dangerous .....
i You can increase your offer by 20% but I'm afraid I still won't sell.
Even .....
j I'm sorry but I don't understand your position, though I'd like to.
Much .....

SCORE ____

3 Fill each of the blanks with a suitable word or phrase.

a So ..... demand for tickets that they were all sold within minutes.
b Much ..... like to help you with your homework, I'm afraid I'm not allowed to.
c The boys claimed they'd only kidnapped her dog ..... laugh.
d The soil is carefully sifted ..... of archaeological interest is not missed.
e Just ..... it's summer doesn't mean you can stop studying.
f I think she's toying ..... of setting up her own business.
g Far ..... with what you say, I actually have quite strong reservations.
h Even ..... his driving test some time ago, I still think he is too young to drive.
i I think my insecurity stems ..... I was sent away to school when I was only eight.
j Bearing ..... traffic at this time of day, I think we should leave now.

SCORE

4 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

EXAMPLE: Getting married seems to be the last thing on his mind. **thoughts**
He seems to have no thoughts of getting married.

a I don't think the police are going to drop your case so quickly.
hook .....
b Before you dismiss her, I think you should bear in mind her age.
consideration .....
c Don't ignore those less fortunate than yourself.
spare .....
d The President was impeached because of his financial misconduct.
grounds .....
e The new manager may be rather inexperienced, but he is highly qualified.
albeit .....
f The miners decided against a strike because it might lose them public support.
fear .....
g I think we need time to consider the pros and cons of the arrangement.
weigh .....

SCORE

5 Underline the word or phrase which best completes each sentence.

1 I'm in a bit of a ..... as to what to wear to the wedding.
A loss **B** quandary **C** problem **D** bewilderment
2 It seems our application has been refused ..... .
A point blank **B** bull's eye **C** carte blanche **D** about face
3 It was a long dispute with neither side giving ..... easily.
A clearance **B** ground **C** inch **D** hand
4 The ..... of the trouble was the decision to allow non-members into the club.
A stem **B** mould **C** root **D** trigger
5 Van Gogh suffered from depression ..... by overwork and ill-health.
A brought on **B** coming about **C** taken up **D** put through
6 The current crisis should ..... as a warning not to be overconfident in the markets.
A link **B** serve **C** strike **D** intend
7 The shoplifter claimed she had every ..... of putting the goods back.
A purpose **B** aim **C** hope **D** intention

SCORE

TOTAL SCORE

Unit seven

Adjectives and adverbs

Entry test

1 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

EXAMPLE: I understand his position in the civil service is far from high-ranking. **lowly**
I understand he occupies a rather lowly position in the civil service.

a I think the meeting should involve everybody who will be affected by any decisions.
concern .....

b Sales just failed to reach their target.
short .....

c She felt so proud knowing he was the next President.
elect .....

d In my opinion they are sure to get the gold medal.
confident .....

e Her lawyers ensured that she could not be prosecuted.
immune .....

f This bus service may have unannounced changes made to the timetable.
subject .....

g I really don't want to employ anyone with so few qualifications.
loath .....

FOR ADJECTIVE STRUCTURES; ADJECTIVE OR ADVERB?, SEE SECTION 1.

2 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

EXAMPLE: I have never before been so overwhelmed by a piece of music. Never before *have I been so overwhelmed by a piece of music.*

a The last time there was such a huge festival was half a century ago.
Not since .....

b I refused to believe I'd won until the finishing line came into sight.
Not until .....

c Her first book succeeded in making a serious point while at the same time being hysterically funny.
Not only .....

d The manager came through a period of sustained criticism only to be implicated in financial misdealings.
No sooner .....

e It's not often that the media devote so much time and space to one topic.
Rarely .....

f Whatever you do, don't trust insurance salesmen.
Under no circumstances .....

g He broke every rule in the book but it ensured he won the contract.
Only .....

h You must never leave the premises without letting the supervisor know.
On no .....

SCORE

FOR INVERSION AFTER NEGATIVE ADVERBS, SEE SECTION 2.

3 Fill each gap with a suitable word or phrase.

EXAMPLE: I have always preferred playing music *to listening* to it.

a William doesn't eat anything ..... as his elder brother.

b The longer his speech went on, ... animated the crowd became.

c His tastes in music are much ..... as mine.

d I thought the film was great, as ..... else I spoke to about it.

e On full spin, our washing machine sounds a ..... plane taking off.

FOR MAKING COMPARISONS, SEE SECTION 3.

TOTAL SCORE

OVERVIEW

1 ADJECTIVES

Adjectives describe nouns. We normally use adjectives in two positions – before nouns and after 'link' verbs (*be, seem, appear, become, feel, look, taste, sound, smell, get,* etc.):

What a ***pleasant*** *man! He seemed* ***pleasant.***

- We can use many adjectives in both positions, but we use others in either one position or the other:
  It was an ***outright*** *victory. I'm* ***glad*** *you could come.*
- Here are more examples of adjectives commonly used before nouns:
  countless indoor neighbouring maximum northern
- Here are examples of adjectives used after verbs:
  awake content asleep aware glad afraid alive sure alone alike

2 FORMING ADVERBS FROM ADJECTIVES

We can turn most adjectives into adverbs by adding *-ly* (see Section 1.3). There may be spelling variations:

slow	***slowly***	*quick*	***quickly***
possible	***possibly***	*automatic*	***automatically***
easy	***easily***	*satisfactory*	***satisfactorily***
true	***truly***	*full*	***fully***

- We can also form some adverbs from nouns by adding *-ly*:
  hour ***hourly*** *part* ***partly***

Adjectives and adverbs with the same form

Some adjectives have the same form when they are adverbs:

Adjective	Adverb
I was the ***first*** *person there.*	*I arrived* ***first.***
That's a ***fine*** *distinction.*	*That suits us* ***fine.***
The truck hit the ***low*** *bridge.*	*The plane swooped* ***low.***

- Some adjectives end in *-ly*, like *monthly* and *early*, and have the same form as adjective and adverb. Others can't be transformed into adverbs. Instead we have to use a phrase:
  He had a ***friendly*** *attitude.*
  He behaved ***in a friendly way.***
- Other adjectives like this include:
  costly cowardly deadly likely lively lonely silly ugly lovely

3 ADVERBIAL PHRASES

An adverbial phrase (an 'adjunct') is a group of words that works like an adverb to say when, how, etc. something happens. They can be:

- prepositional phrases:
  Why don't you leave all that ***on the table?***
- noun phrases:
  I wouldn't have put it ***that way.***
- adverb phrases:
  I think you've all done ***very well indeed.***

4 POSITION AND ORDER OF ADVERBS

We usually put an adverb after an object:

✗ ~~*I play* ***very well*** *the piano.*~~
✓ *I play the piano* ***very well.***

- Adverbs and adverbial phrases usually go at the end of the sentence, and usually in the order 'how' → 'where' → 'when':
  They were playing ***quietly in the garden last night.***
- We can move one of these adverbs to the beginning of the sentence for emphasis or focus:
  Last night *they were playing* ***quietly in the garden.*** (= focusing on 'when') ***In the garden,*** *they were all playing* ***quietly.*** (= focusing on 'where')
- Adverbs of manner can also go before the verb:
  The villagers ***slowly*** *walked round the square.*

OTHER ADVERBS

We usually put adverbs of frequency (*always, often,* etc.) before the verb or at the end of the phrase:

I ***quite often*** *drive past their house.*
I drive past their house ***quite often.***

- These adverbs usually go after the first auxiliary verb:
  I've ***just*** *seen Dominic.*
  I've ***frequently*** *been swimming with him.*

Note the variety of positions of *still, already,* and *yet*:

I ***still*** *haven't finished. I've* ***still*** *not finished.*
Is she ***still*** *here?*
They've ***already*** *been here. They've been here* ***already.***
Are they here ***already?*** *Are they* ***already*** *here?*
I haven't finished ***yet.*** *Haven't you finished* ***yet?***
I haven't ***yet*** *finished.*

We use *only* and *even* in two main positions:

- before the subject they focus on:
  I think ***only*** *John really understands this point.*
  Even *Simon is a bit confused.*
- before the verb:
  I ***only*** *like the green ones.*
  I ***even*** *think that the red ones are ugly.*

SECTION I

Adjective structures; adjective or adverb?

1 ADJECTIVES AFTER NOUNS

We can use some adjectives before and after nouns. A change in position involves a change of meaning:

the ***present*** *circumstances* (= now)
the people ***present*** (= who are here)
an ***involved*** *explanation* (= complicated)
the people ***involved*** (= who took part)
a ***concerned*** *expression* (= worried)
the people ***concerned*** (= affected)
a ***responsible*** *person* (= sensible)
the people ***responsible*** (= who did it)

- There are a very few adjectives that we can only use after nouns:
  presents ***galore*** *the President* ***elect***
  the Prime Minister ***designate***

2 STRUCTURES AFTER ADJECTIVES

We use a *to*-infinitive after some adjectives following 'link' verbs, e.g. *be, feel,* etc:

It's ***bound to rain*** *later. I'm* ***willing to try.***
I'm ***loath to commit*** *myself. I'm* ***inclined to agree.***
The situation is ***liable to change.*** *They don't seem* ***able to help*** *at the moment. We're* ***due to arrive*** *soon. I'm* ***prepared to compromise.***

- We use a *that*-clause after some adjectives referring to people's beliefs and feelings. (As is normal in *that*-clauses, we can omit *that*):
  I'm ***pleased (that)*** *you've found a good job.*

Here are more examples of these adjectives:

aware certain afraid sorry
surprised upset worried sad
anxious sure frightened confident

- We use a prepositional phrase after some adjectives. The preposition collocates with the adjective:
  Nobody is ***immune from*** *criticism.*

Here are more examples:

ashamed of devoid of integral to subject to
descended from lacking in compatible with
intent on filled with characteristic of

3 ADJECTIVE OR ADVERB?

We use some adjectives after link verbs (see Overview, 1). We can normally distinguish between an adjective, which describes the noun, and an adverb, which usually adds information about the verb:

Adjective	Adverb
I got the answer ***right.***	*It's easy, as you* ***rightly*** *say.*
I think you're ***wrong.***	*He was* ***wrongly*** *convicted.*
Close the lid ***tight.***	*Hold on* ***tightly.***
She looks ***pretty.***	*She sang very* ***prettily.***
Now wipe it ***clean.***	*It broke* ***clean*** *in two.*

- Some adverbs have two forms: an *-ly* form and one that looks like an adjective. These two forms may have different meanings:
  He arrived ***late.*** (= not on time)
  I haven't seen him ***lately.*** (= recently)
  We're flying ***direct.*** (= by the shortest route)
  I'll tell you ***directly.*** (= immediately)

The dancer leapt ***high.***	*He's* ***highly*** *thought of.*
It was raining ***hard.***	*It* ***hardly*** *matters now.*
I like diving ***deep.***	*We* ***deeply*** *regret the move.*
You've got it all ***wrong.***	*The letter was* ***wrongly*** *addressed.*
Be there at 12 ***sharp.***	*I was* ***sharply*** *reprimanded.*

- In informal spoken English, we use some adjectives as adverbs with no change of form, although an *-ly* version exists:
  The boy shouted as ***loud*** *as he could to a passing yacht.*
- Adjectives we commonly use in this way include:
  cheap quick slow kind real
- Here are some common phrases that use adjectives after verbs:
  He fell ***flat on his face.*** *His jokes* ***fell flat.*** *He's still* ***going strong.*** ***Hold tight!*** ***Feel free*** *to look around.* ***Take it easy!*** *Turn* ***sharp right.***

? check

Tick (✓) the sentences that contain adjectives.

a Malaria can be a deadly disease.
b He caught the ball cleanly and passed it to the wing.
c I hit him as hard as I could.
d When are the results due to arrive?
e I think anyone involved in that deal should resign.

Practice

1 Fill each of the blanks with a suitable adjective from the list.

devoid free certain inclined liable concerned filled elect

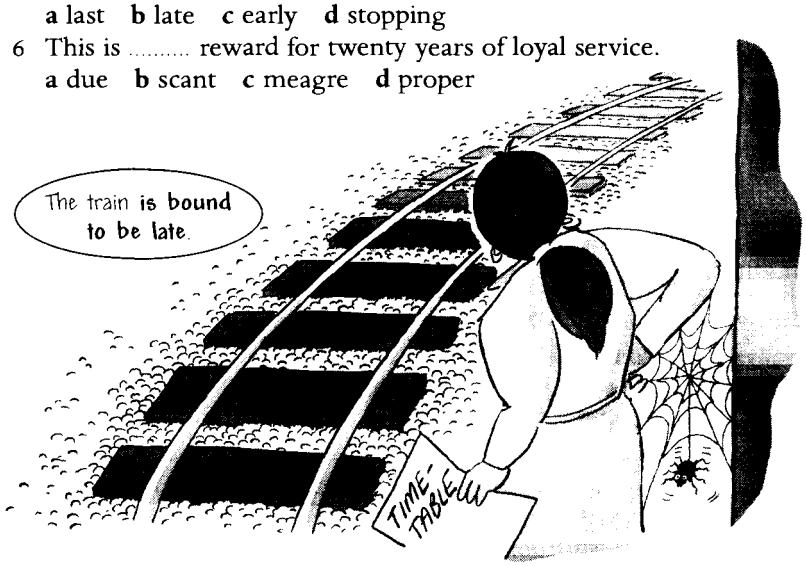
a Those ..... with the political implications of the new policy are very worried.
b The outgoing President was accompanied by the President ..... .
c I'm ..... to think that it would be better to finish this later.
d These buildings are ..... to collapse in a strong earthquake.
e I was absolutely ..... I'd left it on the table.
f The landscape was completely ..... of any sign of human habitation.
g Please feel ..... to use the phone if you need to.
h The ex-prisoner is ..... with remorse for what he has done.

2 Underline the appropriate adjective or adverb.

a They drove under a *low / lowly* bridge.
b She has travelled *wide / widely.*
c Make sure you're here at seven o'clock *sharp / sharply.*
d She loved him *dear / dearly.*
e We'll be there *short / shortly.*
f Three-toed sloths live *deep / deeply* in the Amazon forest.

3 Circle the adjectives listed a, b, c or d, that can fill each gap. One, two, three or all of them may be possible.

1 The ..... child was comforted by his aunt.
a sick **b** afraid **c** frightened **d** ill
2 They had stories ..... about their travels through India.
a unlikely **b** galore **c** a-plenty **d** countless
3 A speedy solution is ..... .
a main **b** principal **c** chief **d** crucial
4 He was taken ..... by the ferocity of the criticism.
a aback **b** unawares **c** surprised **d** unaccustomed
5 The ..... train is almost never on time.
a last **b** late **c** early **d** stopping
6 This is ..... reward for twenty years of loyal service.
a due **b** scant **c** meagre **d** proper



4 Put one of these words in each of the gaps below, using each as many times as you want to.

that to with at of on for in by

a I am relieved ..... see that they are pleased ..... their accommodation. It seems entirely compatible ..... their wishes.
b I am almost embarrassed ..... admit that I feel extremely ashamed ..... my fellow-countrymen on occasions such as this, particularly when they seem utterly devoid ..... any manners at all.
c I'm afraid ..... speak to her about this because I'm frightened ..... upsetting her.
d It is probable ..... he will prove to be the most likely person ..... the job and the one most likely ..... do it properly.
e I am aware ..... your deficiencies and the areas you are lacking practice ..... just as I am aware ..... you share these weaknesses with many others.
f I know he's very sure ..... himself and is intent ..... proving he can pass, but we are not convinced ..... his success can be taken for granted.
g I was interested ..... read that many fans had expressed amazement ..... the result. Isn't it amazing ..... so many people take an interest ..... such obscure sports?
h I know I should be ashamed ..... admit that I am saddened ..... young Paula's being written out of my favourite soap. It's a pretty awful thing ..... have to admit, but I really am upset ..... she's leaving.

SECTION 2

Inversion after negative adverbs

(For inversion in conditionals after *should, had,* etc. see Unit 5, Sections 3.4 and 4. For inversion in result clauses after *such, so,* see Unit 6, Section 2.1)

1 WHAT IS INVERSION?

When we begin a sentence with a negative adverb or adverbial phrase, we sometimes have to change the usual word order of subject and verb (often using an auxiliary verb such as *do*):

*I had **never** seen so many people in one room.*
(= normal word order)
***Never** had I seen so many people in one room.*
(= inversion)
✘ ~~*Not only **he was** good looking, he was also very intelligent.*~~
✓ *Not only **was he** good looking, he was also very intelligent.*

2 WHEN WE USE INVERSION

We use inversion when we move a negative adverb (*never, nowhere, not only,* etc.) to the beginning of a sentence. We do this because we want to emphasise the meaning of the adverb.

Time relationships

- We use inversion after 'negative' adverbs which emphasise a time relationship at the beginning of a sentence:
  ***No sooner** had I put the phone down **than** it rang again.*
  ***Hardly / Scarcely / Barely** had I got my breath back **when** it was time to go again.*
- We use inversion with phrases that use *not*:
  ***Not until** he apologises will I speak to him again.*
  ***Not since** I was little have I had so much fun.*
  ***Not for one minute** do I imagine they'll come back.*
- We use inversion with some time phrases that use *only*:
  ***Only after** several weeks did she begin to recover.*
  ***Only later** did she realise what had happened.*
  ***Only then** did he remember he hadn't got his keys.*
  ***Only when** I've finished this will I be able to think about anything else.*

Here are more examples:
only recently ***only in the last few days***
only last week ***only five minutes earlier***

watch out!

After *not until, only when* and *only after,* the inversion is in the main part of the sentence:
✘ ~~*Not until **did I see him I remembered** we had met before.*~~
✓ *Not until **I saw him did I remember** we had met before.*

Frequency

We also use inversion after 'negative' adverbs which emphasise frequency at the beginning of a sentence:
***Never** have I been so taken aback.* ***Rarely** do they fail to get away for a holiday.* ***Seldom** is that pop group out of the news.* ***Hardly ever** did he wear a suit.*

- We can also use inversion after 'negative' adverbs at the beginning of a sentence to emphasise how infrequently things happen:
  ***Little** did she realise what was about to happen.*
  ***Nowhere** was a replacement to be found.*

General emphasis

We often use inversion for general emphasis with phrases that use *only*:
***Only by** patience and hard work will we find a solution.*
***Only in this way** do we stand any chance of success.*

- and we can also use phrases with *no*:
  ***In no way** should this be regarded as an end of the matter.*
  ***On no account** are you to repeat this to anyone.*
  ***Under no circumstances** can we accept the offer.*

3 NOT USING INVERSION

We use inversion when the adverb modifies the verb, and not when it modifies the noun:
***Rarely seen** during the day, the badger is a famously shy animal.* (= no inversion)
***Hardly anyone** knows about it.* (= no inversion)

? check

Tick (✓) the sentences which do not contain inversion.

a Nowhere have I seen anything like this.
b Never give up until you have tried all the alternatives.
c Only by paying the fees in full can we guarantee a place on the course.
d Hardly anyone applied for the job.
e Not since the 1940s has there been such poverty.

Practice

1 Underline all the phrases (a–i) that can start sentence 1 below.

a Rarely if ever
b Not only
c Only if it's convenient
d Hardly anyone expects that
e Under no circumstances
f Under such circumstances
g Only by asking her directly
h No way
i Unless something unusual happens

1 ... she will come.

Underline all the phrases (a–i) that can start sentence 2 below.

a Little did anyone notice
b Only if he wasn't available
c Barely had I sat down when
d On no occasion I recall
e Only when it was convenient
f Not until we were all ready
g Never did she knock before
h Only then
i It was then that

2 ... did she come in.

2 Finish each of the sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: The full story did not emerge until somebody leaked information to the press.
Only *when somebody leaked information to the press did the full story emerge.*

a He walked through the door and was immediately met by a barrage of questions.
No sooner ..... .
b He wouldn't agree to the changes until I pointed out that his job depended on them.
Not until ..... .
c You don't often hear of such selfless actions.
Seldom ..... .
d I have never been so insulted.
Never ..... .
e The only way he could get in was to break a window.
Only ..... .
f You must never talk to the press about this, whatever happens.
Under ..... .

3 Match the first (1–10) and second (a–j) parts.

Examples: 1 + *j* 2 + *i*

Inconsistent advice about a new husband!

(1 On no account should)
(2 Not only should he be allowed to give his opinions,)
3 Under no circumstances is he to
4 Only by constantly nagging will he be
5 Only after weeks of rigorous training will he
6 Rarely will a man respond to a request the first time unless
7 No way should his laundry be done for him unless
8 Only very rarely should a garment be ironed for him
9 In exceptional circumstances
10 But, only if he seems really desperate

a learn how to switch on the vacuum cleaner.
b should you try to solve his problems for him.
c without the assurance that next time he will do it himself.
d you may take what he says seriously.
e it is in his own interests to do so.
f he is prepared to lend a hand with the washing up.
g be disturbed while watching a football match on television.
h persuaded to pick his clothes off the floor.
(i he should also be deluded into thinking you agree with him.)
(j you let him realise he isn't the boss.)

4 Fill each blank with a suitable word.

Memo to teaching staff

We have a problem. Rarely ..... (1) we had a student population like this one. ..... (2) since the 1980s can I remember so many troublesome students in our school at any one time. Not only ..... (3) some of them treat the staff with absolute scorn, ... (4) they are also clearly ..... (5) on causing as much trouble as possible among their peers.
On ..... (6) account can such behaviour be allowed to continue. And not for one ..... (7) should the ringleaders think they will not be punished. Only ..... (8) such punishment is carried out will confidence return to the student body and ..... (9) then will school life return to some kind of normality. Under no circumstances ..... (10) we allow the present state of affairs to continue.

SECTION 3

Making comparisons

1 FORMING COMPARATIVES

We can make adjectives and adverbs comparative with *-er... than* or *more / less* + adj / adv ... *than*:

*He was **much older than** I remembered him.*
(= comparative adjective) *He drove far **less carefully than** he should have.* (= comparative adverb)

- Some adverbs, have an *-er* comparative:
  *You should have come **earlier**.*
- Adverbs ending in *-ly* (formed from adjectives) use *more* or *less*:
  *He started to work **even more hurriedly**.*

2 SAME OR DIFFERENT

We can use the following structures and phrases to say that one thing is the same as, or different from, another:

*Ben has **much the same** mannerisms **as** his father.*
*He has **different** mannerisms **from** his sister.*
*They're **not as** intelligent **as** their father.*
*Neither are **anything like as** intelligent **as** I am.*
*This is **nothing like as** cold as it is in January.*
*Your first attempt is **nowhere near as** good.*

- In the positive we only use *as...as*. In the negative, we can also use *so...as*:
  *Grandad doesn't get about **so** easily **as** he used to.*
- We use *such* + noun + *as* in negative sentences. Note the change in position of *a / an*:
  *I didn't have **such a good time as** last week.* (= *I didn't have **as good a time as**...*)
- We can use *as* in a form of inversion with an auxiliary verb:
  *People can no longer climb the tower at Pisa, **as was** possible until a few years ago.*
- We can also use superlatives with *the*; we often follow these with a *that*-clause:
  *This is **the best** burger that I've ever tasted.*
- When the superlative isn't followed by a noun or *that*-clause, we can omit *the*:
  *I think this one is **(the) best**.*

3 DOUBLE COMPARATIVES

We use double comparatives with *the* to say that one thing results in another:

***The more** we discuss this, **the less** I understand it.*
***The longer** I carried the box, **the heavier** it became.*

4 PREFERENCES

There are various ways to express preference:

*I **prefer** (playing) basketball **to** football.*
*I **would prefer** to stay here **than** go out so late.*
*I'd sooner die **than** have to go through all that again.*
*I'd **far rather** do it now **than** leave it till later.*
***Rather than** watch rubbish on TV, **I'd prefer** to go out.*

5 *AS* AND *LIKE*

When followed by a noun, we use *as* to give a description, and *like* to make a comparison:

*Peter works **as** a waiter.* (= he's a waiter)
*He works **like** a farm horse.* (= comparison)

- When we make comparisons, *like* is followed by a noun phrase. *As* is a conjunction and is followed by a verb phrase. Although *like* is used very informally with verb phrases, it is best avoided:
  ✗ ~~*He looks as me.*~~
  ~~*They get up early every morning like I do.*~~
  ✓ *He looks **like** me.*
  *They get up early every morning, **as** I do.*

6 *AS IF* AND *AS THOUGH*

We use *as if* and *as though* to say what seems to be true, happening, etc:

*He looks **as if / as though** he's going to be sick.*

- We can use Unreal Past or subjunctive (see Unit 5, Section 1) after *as if* or *as though* to emphasise that the comparison is imaginary:
  *She looks **as if** she **knew** what's going to happen.* (= she doesn't) *She looks **as if** she **knows** what's going to happen.* (= maybe she does)
- We can use *just* or *exactly* + *as if / though* to emphasise the comparison. *Much* or *almost* + *as if / though* weakens the comparison:
  *He looks **just as though** he'd won a million dollars.*
  *They look **almost as if** they didn't want to be here.*

? check

Match the two halves of these sentences.

1 I don't think this is much different	a than do what you do.
2 I've never seen such a boring match	b to having to rely on others.
3 You seem to prefer being independent	c you needed a lot of help.
4 I'd sooner be unemployed	d from what happened last time.
5 It seems as if	e as this one.

Practice

1 Correct these sentences.

a They are quicker doing this as I am.
b I got there more earlier than everyone else.
c They are not as good at using a computer than me.
d I don't think this novel is so good than his last one.
e I ate pretty the same much as the last time I went to his restaurant.
f The longer I sit here, less I feel like moving.
g I prefer Tarantino's films than Oliver Stone's.
h He ran as the wind.
i He has worked like a clerk for the same bank for most of his life.
j They seemed as they didn't really understand what was going on.

2 Fill each of the numbered blanks with a suitable word.

a I went to the conference but for most of the time I felt ..... (1) a fish out of water. I knew nobody there and everyone else behaved ..... (2) if they had all known each other for years. I left just ..... (3) soon as I could and arrived home ..... (4) than planned.

b I've always preferred classical music ..... (1) pop music. I'd much ..... (2) listen to a 45-minute symphony ..... (3) a three-minute song. Pop songs seem so ..... (4) less interesting, harmonically and melodically, and the insistent, repetitive drumming is about ..... (5) much fun ..... (6) banging your head against a wall.

c My father was a jack of all trades in those days, as ..... (1) all village school headmasters: digging holes for swimming pools ..... (2) a full-time labourer, marking out athletics tracks in the manner ..... (3) a professional, teaching arithmetic to the top class in ..... (4) time as he had free. The ..... (5) he did, the more was expected of him by the village community, as if he should ..... (6) every waking hour to the well-being of his pupils. And he did. Nowadays one hears people talk of headmasters as if they ..... (7) accountants, balancing their ..... (8) as efficiently ..... (9) they can. I think I'd ..... (10) have been a headmaster in the old days.

3 Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.

a The Alps are a lot higher than the Pindus range.
The Pindus range is nothing .....
b For me doing menial tasks from 9 to 5 would certainly be preferable to being out of work.
I'd far .....
c We used to be much closer than we are now.
We're nowhere .....
d To hear him talk you'd think he owned the place.
He talks as .....
e They're by no means as intelligent as their father.
They're far .....
f Our special offer was taken up by as many as 70,000 people.
No .....
g I'm not too keen on watching football but I really enjoy playing it.
I much prefer .....
h Like many of my friends, I've given up smoking.
I've given up smoking, as .....

4 Fill each of the gaps in the sentences with a suitable word or phrase.

a She looks much the ..... did ten years ago.
b The longer I study ..... I realise what an interesting language it is.
c I don't spend anything ..... money as my husband.
d I'd sooner have ten ..... children at all.
e They accepted their award much ..... expected it all along.
f He staggers around nowadays as ..... weight of the world on his shoulders.

Unit seven

Vocabulary

SECTION 4

Differences and similarities

1 COLLOCATION

We can use a number of adjective / noun or adverb / verb collocations to say how different or similar people or things are. Other adjectives may have a similar meaning, but we can't use them because they don't collocate (see Unit 1, Section 6):

✘ ~~*There's a* ***noted / wide / strong*** *difference.*~~

✔ *There's a* ***marked / perceptible / vast / clear*** *difference.*

1 **Underline the following verbs that collocate with the noun *comparison*.**
This computer game *makes / draws / puts / avoids / bears / invites / takes* comparison with the best on the market.

2 **Underline the following adjectives that collocate with the noun *similarity*.**
There's a *marked / striking / resonant / distinct / weak / little* similarity between the two boys.

3 **Underline the following adverbs that collocate with the verb *compare*.**
The new product compares *favourably / well / closely / fairly / unfavourably* with the old one.

2 SYNONYMS AND NEAR-SYNONYMS

Sometimes synonyms are virtually interchangeable:
This is one of the ***biggest / greatest*** *days in our country's history.*

- However, in different contexts, differences may emerge:
We need a ***bigger*** *area / room / table / auditorium!*
What a ***great*** *idea / gesture / privilege / honour!*

4 **Underline the adjective that we can use in this sentence.**
His achievement in winning the silver medal was *matchless / peerless / unequalled / unique / incomparable / outstanding.*

3 MODIFIERS

We often want to comment on how big a difference is. To do so we use modifying adjectives, adverbs and adverbial phrases in comparisons:
Home-made pizza is ***miles better*** *than the rubbish you get in the supermarket.*
There's still a ***substantial*** *difference between the two main Parties.*

5 **Underline the modifiers that we can use in these two sentences.**

a He was *considerably / slightly / much / fairly / quite / rather / immeasurably / far* better than when we last saw him.

b They are *nowhere near / nothing like / not quite / not that / not virtually* as efficient as when we last used them five years ago.

4 LINKING PHRASES

We can use linking phrases to replace *smaller than, as big as*, etc:
One teaspoon is ***equivalent to*** *about 5ml.*

6 **Underline the words and phrases that we can use in this sentence.**
This year's numbers were very small *as against / relating to / in contrast to / compared to / whereas / tantamount to / equated to / in comparison with / comparable to* the vast numbers we had last year.

5 IDIOMATIC PHRASES

We can use a number of idiomatic phrases in comparisons:
Using e-mail is ***as easy as falling off a log.***
Don't go in there ***like a bull in a china shop*** *and upset everyone.*

7 **Fill the gap in the phrases below with one of these words.**
class streets peas head spots cheese

a Mozart and Wagner are as different as chalk and ..... .

b The twins are alike as two ..... in a pod.

c United would knock ..... off us.

d Theodorakis is in a ..... of his own.

e I don't agree that Americans are ..... ahead of us.

f Armenian basketball players are ..... and shoulders above the rest.

Practice

1 Underline the option, a, b, c or d, that best completes each sentence.

1 The celebrations were somewhat ..... by the announcement of her resignation.
a outshone **b** overshadowed **c** overcast **d** outweighed
2 What would be the ..... qualification in your own country?
a equivalent **b** same **c** similar **d** corresponded
3 I feel a(n) ..... better after a night's sleep.
a shade **b** degree **c** iota **d** note
4 Many would argue that modern pop compares ..... with that of ten years ago.
a closely **b** nearly **c** unfavourably **d** accurately
5 There is unfortunately a ..... between the petty cash slips and the actual money in the tin.
a difference **b** variance **c** discrepancy **d** differentiation
6 Don't you think she bears an ..... resemblance to his first wife?
a identical **b** uneasy **c** uncanny **d** indifferent
7 At 45, the ex-heavyweight champion is a(n) ..... of his former self.
a reflection **b** image **c** shadow **d** miniature
8 Unfortunately they ..... us in the auction to the tune of £500.
a outbid **b** outweighed **c** overdid **d** underwrote

2 Fill each of the blanks with one of the words from the list.

cheese similarities common against totally opposed unlike whereas differ contrast

a The twins are as different as chalk and ..... .
b They really haven't got a lot in ..... at all.
c They're ..... different.
d There are very few ..... between the two of them.
e They ..... in just about every way.
f You've got Paul's generally pleasant acquiescence as ..... Peter's open rebelliousness.
g There's Paul, the model son, as ..... to Peter, the black sheep.
h You have Peter's darkened brow in ..... to Paul's open smile.
i ..... Paul beams, Peter glowers.
j But ..... Paul, Peter is successful.

3 Fill each of the gaps with one suitable word.

a Letting them off with a suspended sentence is ..... to saying their crime is insignificant.
b I don't think you can equate this crime ..... what is understood by 'aggravated burglary'.
c I would challenge your assumption that blame can be attributed ..... to both sets of lawbreakers.
d As far as I can see, both cases have a remarkable number of details in ..... .
e I don't think this case ..... comparison with the one you are referring to.

4 Fill each of the numbered blanks with an appropriate form of a verb from the list. The first (0) has been given as an example.

discriminate differ vary differentiate diverge liken contrast (compare)

British v. American English

Millions of words have been written in an attempt to ***compare*** (0) the two languages, pointing out how they ..... (1) but are still recognisably the 'same' language. Clearly no one should ..... (2) against the American species just because it is the younger partner. Some people have ..... (3) the difference to that between a horse and a mule, but that does not go very far towards ..... (4) between the two languages. They are rather two breeds of horse that have ..... (5) very slightly over the years. Some points of British English grammar ..... (6) quite sharply with American English, but the fact remains that accent ..... (7) as much within each country as between the two.

5 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence but using the word given.

a It's difficult to imagine her performance being improved on by anyone.
bettering
b No one to this day has equalled her achievement.
unsurpassed
c Our rivals are a long way behind at the moment.
streets
d His performance made all the others in the cast look quite ordinary.
shade
e In my opinion she's nowhere near as proficient as she used to be.
anything

SECTION 5

Sentence adverbs

1 WHAT ARE SENTENCE ADVERBS?

Essentially, sentence adverbs are adverbs or adverbial phrases that comment on a whole sentence or part of a sentence:

*By **and large**, they are separated from the rest of the sentence by a comma. **Generally speaking**, they go at the beginning of the sentence. **However**, some can go at the end, **apparently**. **Moreover**, we can **certainly** put some in the middle.*

1 Underline the sentence adverbs or adverbial phrases.

a We got to the airport with half an hour to spare which, all things considered, was a miracle.

b I suppose with hindsight it would have been wiser to take the bus.

2 WHEN DO WE USE SENTENCE ADVERBS?

Sentence adverbs have a number of uses including organising information, commenting, giving examples, changing the subject, rephrasing and summarising:

__Firstly__, we use them to show how the sentence fits in with the rest of the text. __Alternatively__, we may use them to express our attitude to what we are about to say. __In other words__, we use them to comment on what we think or feel. __On the whole__, they make it easier to understand what is going on. __Funnily enough__, the two sentence adverbials that students of English get most confused about are '__On the contrary__' and '__On the other hand__'.

2 Match the sentence adverbs in *italics* with the functions (1–4) **below.**

a It was a long journey but *all in all* I think it was worth it.

b Our preparation was haphazard and ill-thought out. *Thus* we were easily defeated.

c I was told to get here for nine o'clock, *presumably* because something important has come up.

d I know how to do it. *That is to say*, I think I know how.

1 Organising information
2 Expressing your attitude
3 Rephrasing
4 Summarising and generalising

Practice

1 Underline the sentence adverb that best completes each sentence.

1 It is impossible to tell whether a man is married or not. *On the contrary / On the other hand*, women usually have 'Miss' or 'Mrs' before their name.
2 'Your parents didn't want you to go abroad, did they?' '*On the contrary / On the other hand*, they were all for it.'
3 These new computers are amazingly fast. *On the other hand, / On the contrary*, they're very expensive.'
4 It took ages to get there but *in the end / at the end* it was worth it.
5 He slept through the entire film and *in the end / at the end* of it had the nerve to say he enjoyed it.
6 *As a rule / Fundamentally*, I find French films dull and pretentious.
7 *On balance / In contrast* I prefer Crete to Rhodes, though it's a close run thing.
8 British and American English are *characteristically / to all intents and purposes* the same.

2 Underline the option a, b, c or d that best completes each sentence.

1 She was caught cheating in the race. ..... she was disqualified.
a Accordingly **b** Equally **c** Explicitly **d** Fundamentally
2 She wasn't allowed into the country; ..... because her papers aren't in order.
a subsequently **b** admittedly **c** presumably **d** paradoxically
3 I wasn't there myself but ..... they had the most almighty row.
a broadly **b** apparently **c** conversely **d** primarily
4 My shirt was covered in oil but ..... I had a spare one.
a hopefully **b** clearly **c** however **d** luckily
5 She invited me to a party and ..... I said 'yes'.
a naturally **b** lastly **c** overall **d** hopefully
6 The decision was a bad one and I think that, ..., we all recognise that.
a in contrast **b** in particular **c** in retrospect **d** in consequence
7 It's an interesting idea and, ... at least, has a lot going for it.
a in theory **b** in fairness **c** in conclusion **d** in reality

8 ..... I dislike Hollywood films but this was an exception.
a As a result **b** As far as I know **c** As a rule
d As it turns out

3 Fill each of the numbered blanks with one suitable word.

a I think Kazantsakis' books are fascinating but at the ..... (1) time his ideas are not particularly easy to understand. ..... (2) a result it takes me ages to get through even one of his shorter works. It's hard work but, all ..... (3) considered, worth it.

b Strangely ..... (4), the holiday was a great success, though ..... (5) a rule I get really bored lying on a beach. On the ..... (6), I prefer the type of holiday where you are constantly discovering new things. To me, lying around is, to all intents and ..... (7), a complete waste of time.

c As ..... (8) as we know, there is no other intelligent life in the universe. In ..... (9), of course, there may well be intelligent forms out there, but theory is one thing and proof another. To ..... (10) it bluntly, those who claim to have seen aliens are, ... (11) and large, nutcases. In the same ..... (12), those who believe in the Loch Ness monster are living in fantasy land. On the other ..... (13), the little green men may invade tomorrow and these words will, ... (14) hindsight, seem foolish. Though somehow I doubt it.

4 Fill each gap with one of the words or phrases.

let alone to a certain extent predominantly notably on the contrary

a Most of the people queuing at the Marriage Counsellor's door were under 30, ... but not exclusively women.

b I don't resent her being here; ....., I'm delighted she is.

c I would never want to hurt another human being, ... my best friend.

d He was a strong candidate, ... in the listening and speaking sections.

e I can't vote for him but ..... I can see that he's right.

5 Fill each gap with one of the words or phrases.

like it or not primarily believe it or not as regards particularly

a They split up, ... because they agreed they were incompatible.

b It's always rather a bleak area, ... in the winter.

c I asked her to lend me £10,000 and, ... , she agreed.

d ..... the weather, I just don't know how you can bear to live here.

e ..... , you're going to have to sell something just to pay the rent.

6 Fill each gap with one of the words or phrases.

when it comes to in some respects not to mention in the main chiefly

a I have some misgivings but ..... I'm not unhappy I came here.

b I've got rent, a gas bill and road tax to pay ..... what I owe my dear old dad.

c She's second to none ..... cooking pasta.

d I'm glad I came here, ... because of you.

e ..... I agree with him, but overall I think I would have to side with her.

7 Fill each of the gaps in these sentences with one suitable word.

Example: Broadly *speaking*, I agree that, come what may, we just have to persevere.

a ..... first sight English may seem a simple language but ..... reality that's far from true.

b ..... you may know, she's leaving; ..... least I'm pretty sure she is.

c Personally ..... , and incredible ..... it may seem to you, I think chocolate is much overrated.

d ..... regard to arrival time, we should, ... things being equal, be there by seven.

e ..... everyone's surprise, ... the end she lost her nerve.

f To be ..... , I think this whole project stinks from ..... to finish.

g At the ..... of the day and ..... the final analysis, how many trophies we win is what's important.

h ..... to a point I think he did very well, ... his lack of experience in that event.

i ..... a nutshell, we've got to work harder, ... question about it.

j ..... the top of my head, I'd say there were over 100 people there, ... I'm very much mistaken.

Exam practice 7

1 Fill each of the numbered blanks with **one** suitable word.

Whether or not we are ..... (1) in the universe is a question that has vexed humankind for centuries. But we are ..... (2) to live in an era when the technology exists to allow us to come ..... (3) to giving an answer. Up to now, ... (4) only was a belief in the existence of extraterrestrial life often ..... (5) on personal rather than religious conviction, ... (6) was perhaps ..... (7) much based on faith. But scientifically the possibility cannot be discounted and, perhaps more ..... (8) at any other time in history, the subject is no longer liable ..... (9) be dismissed as a crank's discipline. For example, can we estimate the number of civilisations within our own Milky Way galaxy? These days scientists believe that in some ..... (10) they now have a not ..... (11) knowledge of the factors involved in producing such civilisations.

The rate of formation of suitable stars – that is, ones ..... (12) Earth which are hot ..... (13) to sustain life and live long enough to allow life to evolve – is a ..... (14) starting-point. Astronomers are confident ..... (15) they can assess this rate of formation at ..... (16) one star per year. However, these stars also need to have habitable planets. ..... (17) in the last five years have scientists found evidence that at least some stars (other than our own star, the Sun) have planetary systems. Broadly ..... (18), perhaps one in ten stars have planets orbiting them. But we also require that these planets are warm enough to have liquid water, a basic component integral ..... (19) life on Earth and presumably life elsewhere, and are not lacking ..... (20) an atmosphere that can both provide protection and sustenance to developing life.

SCORE _____

2 Finish each of the following sentences in such a way that it is **as similar as possible in meaning to the sentence printed before it**.

a It wasn't until we got home that we found out why the car was making such a strange noise.
Only when .....

b In order to get to the solution, we had to start again from the beginning.
Only .....

c Whatever you do, don't try to open up the back of the television.
Under no circumstances .....

d Such appalling incompetence is virtually unheard of in this company.
Seldom .....

e This is the first time that so many people have died as a result of a signal failure.
Never .....

f It was the biggest family gathering since Alison's wedding.
Not since .....

g The guard dogs refused to leave the kennel before they had been fed.
Not until .....

h The day was unbearably hot until the sun went down.
Only .....

i The plane had only just taken off when the engine trouble started.
No sooner .....

j I don't think the children have the faintest idea what we have planned for them.
Little .....

SCORE _____

3 Circle the word or phrase which best completes each sentence.

1 The painting bears a ..... resemblance to El Greco's earlier works.
A heated **B** fine **C** striking **D** comparable

2 I don't think it's fair to ..... a comparison between the two sisters.
A do **B** strike **C** draw **D** take

3 She gave a ..... performance of the concerto that had the audience on its feet.
A matchless **B** suitable **C** listless **D** competent

4 Saying you enjoy rock music is ..... to admitting you are completely cloth-eared.
A bound **B** tantamount **C** liable **D** virtually

5 I think you'll find that the Americans are ..... ahead of us when it comes to space research.
A kilometres **B** streets **C** ages **D** inches

6 Adding salt at this stage is not going to make one ..... of difference.
A gram **B** iota **C** measurement **D** shred

7 Most people think the 306 ..... favourably to earlier models.
A compares **B** matches **C** equals **D** draws

8 Considerations of safety were eventually ..... by those of cost.
A compared **B** outweighed **C** predominated **D** prevailed

9 The brothers remain ..... apart in terms of sporting achievement.
A streets **B** poles **C** totally **D** strips

10 As a poet, I think she ..... comparison with the greatest this century.
A makes **B** stands **C** leads **D** matches

11 I enjoy swimming, but ..... I avoid crowded pools.
A on the contrary **B** on the face of it **C** as a rule **D** in a nutshell

12 I have often helped my wife with the cleaning, though ..... not for some time.
A in contrast **B** especially **C** alternatively **D** admittedly

13 They still haven't made a decision ..... to the new colour scheme.
A on reflection **B** with regard **C** in view **D** by contrast

14 Everyone agrees that with ..... they shouldn't have chosen pink.
A retrospect **B** fairness **C** practice **D** hindsight

15 ..... they seem to be in agreement, though there are still some details to be settled.
A Shortly **B** Overall **C** Nonetheless **D** Subsequently

SCORE

4 Fill each of the gaps in these sentences with a suitable word or phrase.

EXAMPLE: I have always preferred playing music ***to listening*** to it.

a Unfortunately, the restaurant next door is nowhere ..... as it used to be.
b I don't find this new vacuum cleaner anything ..... as the old one.
c Prices here are much ..... as elsewhere in the country.
d I've often wished I could afford to work less, as ..... people, I suspect.
e There are times when Harry seems almost ..... of common sense.

SCORE

TOTAL SCORE

Unit eight

Nouns and articles

Entry test

1 Correct the 6 errors in articles in this extract from a composition:

Is war ever justified?

Every day there is news of another war breaking out somewhere in world. Clauswitz claimed that the war is a continuation of the government by other means, but is it necessary? First World War is often used, especially by pacifists, as an example of an unjustifiable war: the European powers allied themselves with each other and for five years killed each other in appalling conditions. What makes the society indulge in such extraordinary behaviour? Is it simply in nature of man to fight? Under any circumstances can the violence ever be justified?

FOR THE USE OF *THE* OR NO ARTICLE, SEE SECTION 1.

2 Fill each of the numbered blanks where necessary in the following passage with one suitable word.

I had a hard ..... (1) getting to work the other day. The police ..... (2) blocking off the main road after an accident. On the radio, the local traffic news ..... (3) talking about complete chaos on the roads everywhere. I calmly sat in my car with ..... (4) patience I never knew I had. After all, the experience of sitting in a car going nowhere is, I reflected, starting to play an increasing part in all our ..... (5).

FOR DIFFERENT USES OF SINGULAR, PLURAL AND UNCOUNTABLE NOUNS, SEE SECTION 2.

3 Fill each of the numbered blanks in the following passage with one suitable word.

..... (1) violin has remained virtually unchanged since the 16th century. It evolved from ..... (2) viol, ... (3) six-stringed instrument which is played resting on or between ..... (4) thighs.

FOR USE OF ARTICLES WHEN TALKING ABOUT A GROUP OR CLASS, SEE SECTION 3.

4 Fill each of the numbered blanks in the following passage with one suitable word.

..... (1) reasoning behind high levels of taxation is the redistribution of wealth from ..... (2) rich to the ..... (3), for the common ..... (4). However, to do this in a way which satisfies everybody is to ask the ..... (5).

FOR ADJECTIVES AND VERBS AS NOUNS, SEE SECTION 4

TOTAL SCORE

OVERVIEW

1 COUNTABLE AND UNCOUNTABLE NOUNS

We use uncountable nouns to talk about things we think of as a mass, rather than countable individual things. We use them with singular verbs.

- It may not be immediately obvious whether nouns are countable or uncountable (see Section 2), and some uncountable nouns in English are countable in other languages. Logic and grammar seem to produce contradictions. Here are a few examples:

Uncountable	Countable
rice	*lentils*
bread / macaroni	*four potatoes*
advice	*a few suggestions*
knowledge	*ideas*
news / information	*these facts*
hair	*a wig*
money	*a dollar*
marketing	*an advertisement*
luggage	*two suitcases*
flu / cancer / measles	*a cold / a headache / a heart attack*
strawberry jam	*a traffic jam*

- Many nouns can be countable or uncountable depending on the context (see Section 2):

Uncountable	Countable
He's a danger to ***society.***	*Britain is* ***a*** *multi-racial* ***society.***
I never eat ***lunch.***	*He's grown fat through eating so many business* ***lunches.***
Work *is starting to take over* ***my*** *life.*	*Beethoven's later* ***works*** *are startlingly original.*

2 *A / AN*, *THE* OR NO ARTICLE?

A / an are determiners. Determiners are words we use before a noun to show whether the noun is specific or general, singular or plural, etc. (For other determiners, see Unit 9).

A / an

We use *a* or *an* with singular countable nouns only.

- *A* and *an* are indefinite articles. We use them to talk about one of something when we assume that the listener / reader doesn't know which specific thing (but see Section 2.6):
  A car drove past. (= we don't know exactly which car)

The

We use *the* with countable nouns (singular or plural) and uncountable nouns:

A man is coming round to fix ***the*** *television.*
Let's sit on ***the*** *grass over there.*

- *The* is the definite article. We use it to talk about a specific example of something we think is known to both ourselves and the listener / reader:
  The *cars were parked illegally in* ***the*** *city centre.* (= we know which cars and which city)

No article

To talk about things generally, we use uncountable or plural nouns without *a / an* or *the*:

Money *doesn't necessarily bring* ***happiness.*** *It's easy to blame* ***minorities*** *for all the problems of* ***society.***
Paperclips *were a brilliant invention.*

In these examples we are talking generally, and not thinking of an individual item or example.

- We never use *a / an* with nouns which are used uncountably:
  He shows ***an*** *impressive understanding of the* ***principles*** *of* ***marketing.***

3 OTHER DETERMINERS

Other determiners such as *my, your, his*, etc., *this, that, these, those*, have a similar function to *the* and make the meaning specific:

Your happiness *is of great concern to me.* (= happiness specific to you) ***Those holidays*** *we had in the South of France were the best.* (= specific holidays) ***That money*** *was meant for paying the phone bill.* (= a specific sum)

watch out!

Singular countable nouns must always have *a / an*, *the* or another determiner:

✘ ~~*Why don't you pull up chair and sit down?*~~
✓ *Why don't you pull up* ***a chair*** *and sit down?*

SECTION I

Using **the** *or no article*

1 *THE* WITH NOUNS THAT ARE ALWAYS SINGULAR

We nearly always use *the* with some singular nouns because we consider there is only one in existence:
the sun ***the moon*** ***the Earth*** ***the air***
the ozone layer ***the past*** ***the future*** ***the countryside***
the EU ***the UN*** ***the seaside*** ***the world***
the Vietnam War ***the presidency*** ***the Government***

- This category also includes superlatives because there is usually only one thing or group that is superlative:
  He's ***the best*** *accountant in town.*
  It's one of ***the noisiest*** *bars in town.*

watch out!

Logic is not always a reliable guide. We talk about *the atmosphere* and *the environment*. But we usually think of *nature* in a general sense and so omit *the*. Although we talk about *the universe*, we consider *space* as infinite and we use it without *the*:
✗ ~~*The oldest man in the space was John Glenn.*~~
✓ *The oldest man in* ***space*** *was John Glenn.*

2 NOUNS WITHOUT ARTICLES

We use uncountable and plural nouns without articles to refer to general ideas and categories:
Cars *and* ***buses*** *are a major source of* ***pollution*** *in* ***cities.***

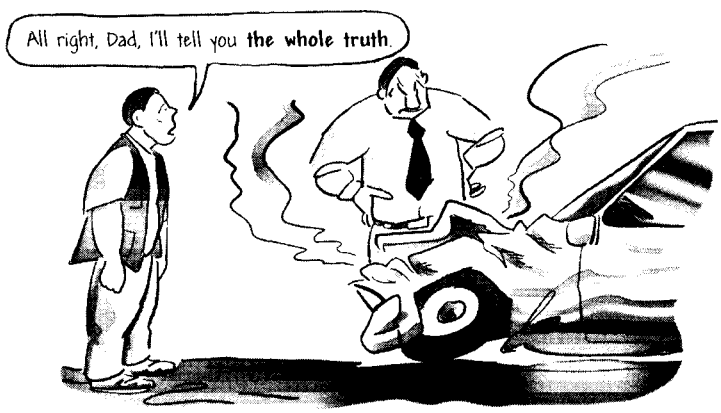
- We use many uncountable abstract nouns in this way:
  Intelligence *is something you are born with, not something you learn.*
  Laughter *is good for you.*
- Here are more examples of abstract nouns we can use like this:
  advice ***anger*** ***beauty*** ***chaos*** ***courage*** ***education***
  excitement ***fun*** ***hospitality*** ***happiness*** ***history***
  information ***knowledge*** ***laughter*** ***luck*** ***music***
  patience ***poetry*** ***progress*** ***violence***

3 GENERAL OR SPECIFIC – ADDING *THE*

We can use *the* with uncountable and countable nouns, including the abstract nouns above, to refer to a specific example of something. To make clear which specific example we are referring to, we may have to add a qualifying clause with *of* (or another preposition), a relative clause, or an adjective:

General	Specific
I like all kinds of ***music.***	***The music*** *of Skalkottas is virtually unknown outside Greece.*
Is there ***life*** *after* ***death?***	*It was a film about* ***the life*** *of a polar explorer.*
We must fight for ***freedom.***	*I was allowed* ***the freedom*** *of the house and garden.*
Truth *is the first victim of war.*	*We'll never know* ***the truth*** *about what really happened.*
You learn from ***experience.***	***The*** *terrible* ***experience*** *was something he never got over.*
She ought to be in jail – she's a danger to ***society.***	***The society*** *which they set out to create was based on mutual trust.*

- Sometimes the qualifying clause is implied rather than stated explicitly. This is especially true of *truth*:
  I promise to tell ***the truth, the whole truth*** *and nothing but* ***the truth.*** (= about what happened)



? check

Tick (✔) the sentences which are correct.
a What will music sound like in the future?
b People's attitude to education reflect their attitude to children.
c What exactly is the nature of your complaint?
d When it comes to depression, laughter is often the best remedy.
e The life is too short to waste time being angry with people.

Practice

1 In the following sentences *the* is missing in one or more cases. Write in *the* where necessary.

a There are countless varieties of English in use in English-speaking world.
b Concepts of language vary from country to country and from generation to generation; English you hear spoken nowadays is in no way recognisable as language used by last generation, let alone in time of Shakespeare.
c Government is now insisting that mathematics is taught with methods reminiscent of 1950s.
d Government is only possible if majority accept law of land.
e When Julie walked into room, you could have cut atmosphere with a knife.
f Music of today deserves a different name from music of Beethoven, Bach and other comparable geniuses.
g People living inside Arctic Circle have a very different view of year from those living in, say, Belgium.
h Many people in public sector of work are just looking for sun, sand and relaxation when they go on holiday, and why not?

2 Correct the 8 errors in this extract from a composition.

The war takes over when politics fails. It is always frightening and unpleasant and the society does everything it can to avoid clashes between countries, but there often comes a point where avoidance is no longer an option. In the past, the mankind has fought wars for many different reasons but the history shows that one side always blames the other for starting it. Aggression starts because one side accuses the other of doing something aggressive. The other side denies it. The argument gets louder and more heated until suddenly patience are at an end, the time for talk is over, and military power replaces spoken argument. Wars can be justified if they are fought for good reasons, but who is to say what is a good reason? History is written by the winners, and it is their version of the truth that we tend to work from. Our knowledge of the whole history of any war are likely to be limited by the lack of complete informations but if we are to learn any lessons for future, we must try to understand what happened.

3 Fill each gap with one of the nouns. In three sentences you will need to add *the*.

poetry chaos progress fortune strength dudgeon beauty frustration violence advice

a ..... is said to be skin-deep.
b If you ask, I'm sure your uncle will give you sound ..... .
c Marta's been known to dabble in lyrical ..... .
d My next-door neighbour feels ..... of not having worked for three years.
e Domestic ..... is a frightening concept.
f The protest meeting ended in total ..... .
g Carlos has proverbial ..... of a lion.
h Steady ..... is being made.
i At the concert Anka had good ..... to be sitting close to the stage.
j The foreman stomped off in high ..... .

4 Rewrite these headlines as normal written sentences, adding *the* as appropriate, and making any other suitable changes.

Example: **TV corrupts young says Minister of Education**

The Minister of Education has said that television corrupts the young.

a **death of President leaves country in chaos**

b big business hit by inflation

c *United manager faces sack after latest defeat*

d COMPUTERS BLAMED FOR RECORD NUMBER OF JOB LOSSES

e **water people drink not fit for animals say environmentalists**

f *level of unemployment highest since mid nineteen nineties*

SECTION 2

Singular, plural, uncountable

1 NOUNS THAT ARE ALWAYS PLURAL

Some nouns are always plural, often because they are made up of two 'parts'. This is especially true of some clothes and tools:

trousers underpants pyjamas tights scissors shorts pliers tweezers tongs glasses (= spectacles)

- To make them singular, we usually use *a pair of*:
  *These **scissors** are broken. This **pair of scissors** is broken.*
- Some nouns are always plural because they are made up of many 'parts':
  belongings goods people police

2 UNCOUNTABLE NOUNS ENDING IN *-S*

Some uncountable nouns that end with *-s* look like plural countable nouns but are not. We use a singular verb:

✗ ~~*What are the news today?*~~
✓ *What's the **news** today?*

- Here are more examples. Note that many end in *-ics*:
  news maths economics athletics genetics linguistics mechanics politics aerobics rabies

3 SINGULAR OR PLURAL?: COLLECTIVE NOUNS

Some nouns referring to groups can be either singular or plural. We use *the* with these collective nouns:

*The **media is / are** interested in this story.*

- Here are more examples of collective nouns:
  army jury family band press school union community audience staff committee cast

4 *THERE IS / THERE ARE*

After *there is / there are* the first noun normally determines whether the verb is singular or plural:

__There's a__ chair and a table in the room.
__There is a__ chair and two tables in the room.
__There are__ two tables and a chair in the room.

5 UNCOUNTABLE OR COUNTABLE PLURAL?

Some nouns that are often uncountable can also be countable singular or plural:

Uncountable	Countable plural
*I was asked if I'd had any previous **experience**.*	*He had many hilarious **experiences** to tell us.*
*Is there any **truth** in what they're saying?*	*That's one of the world's great **truths**.*
***Death** by chocolate – what a great way to go!*	*The accident caused a number of **deaths**.*
***Life** was hard a hundred years ago.*	*Their **lives** were made a misery by the disaster.*
*He has enormous **strength**.*	*Patience is one of his great **strengths**.*
***Marriage** is something to be taken seriously.*	*Many **marriages** end in divorce these days.*
*He reported for **duty**.*	*His **duties** included cleaning and cooking.*

6 UNCOUNTABLE OR COUNTABLE SINGULAR?

We can use some nouns which are often uncountable with *a / an*. In this case, the nouns are usually qualified by an adjective or phrase (such as a prepositional phrase or relative clause):

***Life** is short.* (= uncountable)
*He led **a life of** unimpeachable rectitude.* (= countable + adjectival phrase)

- Here are more examples:
  *I felt really rotten at work the other day so I went into the stockroom for a nap – I thought I'd feel better after **a good sleep**. Unfortunately my boss, who has **a deep distrust** of most of his employees as well as **a history** of suddenly firing his workers, decided there was some work he needed me to do urgently. My colleagues told him I'd been called out – lying is sometimes **a necessary evil** – but he had **a better knowledge of** the situation than they realised, and I was summoned to his office. I thought he would give me **a hard time** but he showed **a tolerance that** surprised me. Even so, it was **an experience I wouldn't want to repeat**.*

(For common phrases with countable and uncountable nouns, see Section 5.)

? check

Correct any errors in these sentences.

a Your reading glasses is by the bed.
b The jury are still considering their verdict.
c There are one locking nut and four bolts for each wheel.
d I have a great deal of experiences in dealing with a problem like this.
e That's a really good advice.

Practice

1 Correct any mistakes in these sentences. Tick (✓) sentences that are correct.

a Can you explain why my best trousers have a hole in them?
b The scissors in the sewing box needs sharpening.
c This pair of binoculars have been in this drawer for as long as I can remember.
d Half the audience were asleep by the interval.
e I can't say that economics are a subject I've ever been very interested in.
f There're one potato and two onions in the recipe.
g Where has those kitchen scales gone that we used to have?

2 Tick (✓) the following sentences that are acceptable. Correct the others.

a Did Mozart have an unhappy childhood?
b After interesting travel to Los Angeles, he wanted to live in the USA.
c An undiagnosed illness in his twenties has left him with virtually no hairs.
d We learn many things throughout the life.
e Her face shone with an unearthly beauty.

3 In the following old person's recollections, articles are missing. Put in *a / an* and *the* as appropriate.

I remember in dim and distant past my children being obsessed by man called Bob Dylan. I have no idea if he's still alive, but impact he had in sixties and seventies was incredible. I remember one song called 'Blowing in Wind'; my son – he's in his fifties now – sang it all day and all night, month in month out, for several years. And it was so silly: 'How many times must man look up before he can see sky?' I mean, question like that can't be taken seriously, can it? And 'How many times must white dove fly before it sleeps in sand?' And then answer to profound questions: 'Answer, my friend, is blowing in wind'. Generation after mine didn't know what life was all about, did they? We did, of course. 'Very thought of you'. 'Just way you look tonight'. 'Night they invented champagne'. They were real songs. But what came next? 'How many years can mountain exist before it is washed to sea?' And there was whole generation singing along to song. Funny world we live in, I say it's funny world we live in.

4 Put a line through all the articles that are not wanted in these sentences.

a Thank a goodness that she has escaped without a harm to a life or a limb.
b In the times gone by, the marriage was often a matter of the luck.
c It was a love at the first sight that brought the couple together.
d A man has always struggled with the dichotomy of the security of the permanence and the quest for the change.
e Being on a duty for seventy hours certainly gives you a taste of what the life as a doctor is like.

5 Fill each of the numbered blanks in the passage with one suitable word.

One of the problems posed by the debate on global warming is the lack of detailed weather data before the second half of the 19th century. The main argument ..... (1) the anti-pollution lobby is that ..... (2) Earth's average temperature ..... (3) risen by about half a degree since 1860 and the changes go arm in arm with the rise of greenhouse gases in the atmosphere. The fossil-fuels lobby, on the other hand, say that ..... (4) importance of greenhouse gases has been overrated and that the ..... (5) was warming up anyway.
The question we have to answer, however, is what the Earth's climate would have been doing without ..... (6) interference, and to answer that we need a ..... (7) knowledge of what happened in the distant ..... (8). For the last thousand years, we have ..... (9) evidence of recorded history. While we cannot rely on weather observations – there ..... (10) great doubt over whether early thermometers and other ..... (11) were correct – there are plenty of other data that provide a picture of a changing ..... (12). Tree rings, movement of glaciers, accounts of frozen ..... (13) and pollen distribution enable estimates to be made of average temperatures during certain ..... (14).
Some of the most reliable ..... (15) comes from the ice-caps of Greenland and Antarctica. These are formed from compacted ..... (16), each year's deposit being squashed by the following one. By drilling deep into ..... (17) ice and analysing air bubbles trapped inside it, a picture may be obtained of ..... (18) atmosphere ages ago. One core recently drilled in Antarctica reached ..... (19) depth of a mile and a half, to reach ..... (20) that had fallen some 200,000 years ago.

SECTION 3

Classifying

1 WAYS OF REFERRING TO A GROUP

There are three ways of talking about the characteristics of a group or class of things.

Plural noun without an article

This is the most common way of referring generally to a whole group:

__Seagulls__ are found close to the coast. (= seagulls generally)

Singular noun with *a / an*

We use a singular noun with *a / an* to give a definition, for example answering the question *What is...?*:

What's __a seagull__? __A seagull__ is a large white and grey bird. (= all seagulls are...)

- We can't use a singular noun with *a / an* in phrases that refer to the whole group:
  ✘ ~~*A tiger is in danger of becoming extinct.*~~
  ✓ *__Tigers are__ in danger of becoming extinct.*
- The singular with *a / an* also loses its general meaning when it isn't the subject of the sentence. We use the plural (or *the...*, see below):
  I've been studying __a seagull__. (= one particular bird)
  I've been studying __seagulls__. (= seagulls as a group)

Singular noun with *the*

We use *the* in academic or formal language, mainly to describe typical characteristics. We always use a singular verb (compare Section 4.1):

__The seagull__ is a scavenging bird.
I've been studying __the seagull__. (possible, but formal)

watch out!

We can't refer to a whole group in general by using a singular countable noun without an article:

✘ ~~*Seagull lives near the sea.*~~
✓ *__Seagulls__ live near the sea.*

- However, this is the only possibility with uncountable nouns:
  __Happiness__ is not an inevitable result of having money.

2 SPECIAL GROUPS

There are three groups of things that we commonly refer to as a general class with *the*.

Parts of the body

Some of these are common phrases:

I looked him straight __in the eye__.
He's __a pain in the neck__.
I've got this annoying tune __on the brain__.

- This happens especially when the noun is related to the object of the sentence (or the subject of passives), and especially in prepositional phrases:
  The bird was shot __in the wing__.
  She gave me a pat __on the back__.
- When the noun is related to the subject of the sentence, possessives are more common:
  That seagull had hurt __its wing__.
  He's had a lot of trouble with __his heart__.

Musical instruments

We often refer to musical instruments generically with *the*:

__The horn__ is one of the most difficult orchestral instruments to play.

- However, when we talk about bands, orchestras, recordings, etc. we can omit *the*:
  I used to play __trumpet__ in my school orchestra.
  Does that recording have Clapton __on guitar__?

Scientific inventions

With some scientific inventions we use *the*:

It would be difficult to imagine life without __the telephone__.

- However, we don't use *the* with all inventions:
  It would be very difficult these days to live life without __video / e-mail__.

? check

In these sentences, delete *a / an* or *the* if they are not needed.

a He gained his doctorate with a thesis on the seagull.
b Some types of the seagull have red spots on the beak.
c I've always wanted a seagull as a pet.
d I used to play a piano in a jazz band.
e A cor anglais is a sort of oboe.

Practice

1 Tick (✓) the underlined alternative that best fits the meaning of each sentence.

a Accidents / The accident will happen, I'm afraid.
b A tortoise is a / the sort of reptile.
c My dog has hurt the / his leg.
d Look me in the / my eye and tell me what you're saying is true.
e A / The liver is used to help purify the blood.
f Can't you think of anything else? You've got food on the / your brain.
g Have you ever considered taking up a / the musical instrument?
h What on earth is a / the CD Rom?
i I used to play a / the trumpet when I was younger.
j Frank Wittle invented a / the jet engine.

2 Underline and correct any errors in this passage.

A Great black-backed gull is the largest of the North Atlantic gulls. It can be a terrible killer in the seabird colonies, tearing its victims inside out. Formidable beak and great weight can be frightening, especially as it will swoop low to defend its territory from a human intruder. A duckling which strays from its parents are among its favourite prey; it can gulp them down in a single mouthful.

Like its close relative, herring gulls, the Lesser black-backed gull is a scavenger; it sometimes follows the ship for offal thrown into the sea, and inland it searches a rubbish tip for anything edible.

3 Here are key words for ten quiz questions. Write out the questions in full, then see how many answers you can find.

Example: What / call / mixture / beer / lemonade ?
What do you call a mixture of beer and lemonade? (Shandy)

a What / name / cross / donkey / horse ?
b What / proper name / 'funny bone' ?
c What / another expression / 'put / foot / it' ?
d What / call / young / of / kangaroo ?
e What / ostrich / emu / in common ?
f What / one word / 'pain / neck' ?
g Where / human body / 'femur' ?

4 Choose one of these nouns to complete each of the following sentences. (You will need to use one of the words twice.) Write *the* or a possessive before it.

Example: Their letting me go after ten years' service was a real kick in *the teeth.*

back head stomach foot eye hair toes throat (teeth)

a Now he's released from the responsibilities of office, he can really let ..... down.
b The new male supervisor will really have to be on ..... .
c A lot of young vandals who go looking for trouble are not right in ..... .
d Can you do this calculation in ..... ?
e Wasn't it Goethe who said that a meal should please ..... first and then ..... ?
f By having to go back on his tax pledges so soon, the Chancellor has shot himself in ..... ?
g He was obviously stabbed in ..... by some of his so-called friends.
h My intended apology stuck in ..... as I saw him smirk.

5 Add *the* where necessary before the endings to make complete sentences.

1 Dimitri plays...
a bass guitar in a rock group.
b balalaika in his spare time.
c goalkeeper for his school team.
d fool in class.
e lead in his new film.

2 Life would seem strange now without...
a telephone.
b video.
c camera.
d cinema.
e e-mail.
f computer.
g satellite television.
h Internet.
i aeroplane.

6 Add *the* where necessary to these sentences.

a I haven't got his address to hand.
b A bird in hand is worth two in bush.
c They lived from hand to mouth.
d He gained upper hand.
e They walked along hand in hand.
f On other hand, perhaps he was right.

SECTION 4

Adjectives and verbs as nouns

1 ADJECTIVES AS PERSONAL NOUNS

We can use *the* + adjective to refer to a group or class of people:

***The unemployed** are calling for more government spending.*

Other common examples include:

***The wounded** were taken to the nearest hospital.*
*I live next to a nursing home for **the very old**.*
***The young** don't seem interested in politics these days.*
*He gave all his money to **the poor**.*

Here are more examples:

the rich** **the penniless** **the dead** **the well educated
the famous** **the very healthy** **the chronically sick
the terminally ill

- We use the same pattern for most nationalities:
  the Swiss** **the British** **the French** **the Japanese
- There are a few examples that can refer to one person, and we use a singular verb:
  ***The accused** is a young man with two previous convictions for robbery.*
  ***The deceased** has left a very detailed will.*

2 ADJECTIVES AS ABSTRACT NOUNS

There are a few adjectives we can use as abstract nouns:

*Out with **the old**; bring in **the new**!*
*I believe in **the supernatural**.*
*You're asking me to do **the impossible**.*
*This is **the ultimate** in chocolate cake.*
*Computer technology is moving into **the unknown**.*
*Of the two, **the former** is my preference.*
*In that case, **the latter** is fine for me.*

- Some examples are common phrases:
  into the open** **for the common good
  out of the ordinary** **in the extreme** **on the loose
  to the full
  The good, the bad** and **the ugly (also a film title)
  The survival** of **the fittest (= a saying)
  *Moving from **the sublime** to **the ridiculous*** (= a saying)

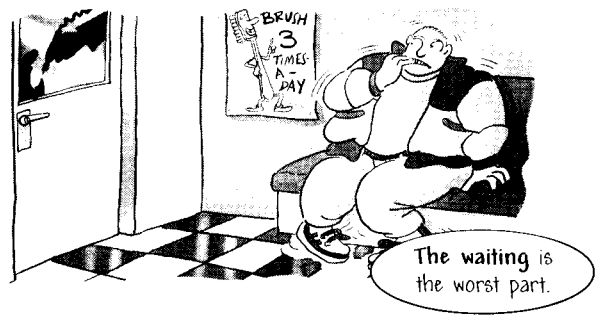
  ***The evil** that men do lives after them;*
  ***The good** is oft interred with their bones;*
  (from Julius Caesar, Shakespeare)

3 GERUNDS

We can turn most verbs into nouns by adding *-ing*. We usually refer to these as 'gerunds' but also as '*-ing* forms'. They can be the subject or object of a sentence; we use a singular verb:

***Spitting** is a bad habit.*
*Another awful habit is **picking your nose**.*

- As with other nouns, we can use *the* before gerunds:
  ***The waiting** is the worst part of a visit to the dentist.*
  *It's all **the standing around** that I dislike.*
  ***The** actual **leaving** is the worst part of a good holiday.*



watch out!

- Adjectives as personal nouns use a plural verb. Adjectives as abstract nouns use a singular verb:
  ✗ ~~*The rich doesn't understand our problems.*~~
  ~~*The unknown are often very frightening.*~~
  ✓ ***The rich don't** understand our problems.*
  ***The unknown** is often very frightening.*
- We use *the* + gerund to refer to a specific activity, not a general activity:
  ✗ ~~*I don't understand what people see in the swimming as a sport.*~~
  ✓ ***The swimming** is probably the hardest part of the triathlon event.*

? check

Underline the adjectives or verbs functioning as nouns in these sentences.

a As a zoologist, he has always been interested in the unusual in the animal world.
b I don't mind the airport – it's the flying that I hate.
c Never speak ill of the dead.
d As far as my musical tastes are concerned, I've always been attracted to the exotic.
e Bernstein conducted both Mozart and Haydn but seemed to show a preference for the latter.

Practice

1 Tick (✔) the sentences which are acceptable. Correct the mistakes in any that are not.

a The sick and elderly were helped out of the building.
b A deceased has not been named until relatives have been informed.
c The extremely rich tends to live in one of the suburbs in the hills above the town.
d This new research is venturing into the unknown.
e You are asking me to do the impossible: I simply can't find them.
f I am asking you to resign for the good of the company.
g For a Hollywood film, it is definitely out of ordinary.
h The supernatural are something I've always been interested in.

2 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: The plight of those in need of accommodation has been given extensive exposure in the media for some years. **homeless**
The plight of the homeless has been given extensive exposure in the media for some years.

a You have to learn to accept the ups and downs of life.
rough
b Pilots have to be prepared to be surprised.
unexpected
c Living away from home will do him an enormous amount of good.
making
d Teams will not be allowed to broadcast their national anthems at this tournament.
playing
e This should be returned to the sender of this letter as soon as possible.
undersigned
f 'Never mock those people who have serious problems', my mother used to say.
afflicted

3 Circle the word that best completes each sentence.

1 He's a rumbustious character who always tries to live life to the ..... .
a full **b** extent **c** fun **d** end
2 The escaped prisoner remained on the ..... in the hills.
a free **b** liberty **c** loose **d** open
3 As computer games go, this one's not particularly out of the ..... .
a normal **b** usual **c** average **d** ordinary
4 I found his remarks offensive in the ..... .
a intense **b** most **c** extreme **d** whole
5 This ward has been reserved for the ..... ill.
a terminally **b** deeply **c** terribly **d** deathly

4 Cross out *the* in the following sentences when it cannot be used.

a The sending-off was the turning-point of the match.
b The lying around in the sun is many people's idea of the happiness.
c It's just the travelling that would put me off a job like that.
d The accused was finally convicted of the breaking and entering.
e I prefer the listening to opera to the watching it.
f It's not so much the washing of his shirts I mind, it's the ironing of them.
g The fighting that occurred today broke out after a three-day stand-off.
h If there's one thing I hate, it's the shopping for Christmas presents.

5 Fill each of the numbered blanks in the passage with one suitable word.

Political correctness has made and continues to make a significant impact on our language as we are all encouraged, for the common ..... (1), to make increasing use of euphemistic paraphrase. We should turn our backs on expressions like 'the ..... (2)' and embrace '..... (3) economically disadvantaged'. 'The ..... (4) challenged' is recommended in place of 'the blind'; 'the chronically ..... (5) of hearing' is suggested as a substitute for 'the ..... (6)'. This is all very well and not asking the ..... (7) of us. It is rather when the trend is taken to the ..... (8) and 'the ..... (9)' find themselves referred to as 'the follically challenged' that there is a risk of things getting out of hand. 'Out with the ..... (10) and in with the new' may have its virtue as a saying, but so does 'Let sleeping dogs lie'.

Unit eight

Vocabulary

SECTION 5

Singular, plural, uncountable: common phrases

1 COUNTABLE AND UNCOUNTABLE

In several common phrases nouns that are commonly countable are used as uncountables, and vice versa:

- Countable nouns used uncountably:
  *We went **on foot**.*
  *He'll never **set foot** in my house again.*
  *We don't see **eye to eye**.*
  *They walked **arm in arm / hand in hand**.*
- Uncountable nouns used as countable plurals:
  *He goes out **in all weathers**. **The rains** are early this year. Where did you go **on your travels**?*

1 Which sentence is correct?

a I think she has designs on you.
b I think she has the designs on you.
c I think she has a design on you.

2 SINGULAR AND PLURAL

Some nouns are commonly singular, but we use them as plurals in common phrases:

- with *the*:
  *I'm sorry, I'll have to report you to **the authorities**.*
  *He looked at the mess and raised his eyes to **the heavens**.*
- with possessives, such as *my, his*, etc:
  *We'll need to keep a close eye on **their activities**.*
  *What do you know about **his likes and dislikes**?*
- without an article:
  *She puts on ridiculous **airs and graces**.*
  *Do you need to claim travel **expenses**?*

2 Which sentence is correct?

a I'm going to see the sight.
b I'm going to see the sights.
c I'm going to see a sight.
d I'm going to see sights.

Practice

1 Put one of the nouns in each of the sentences.

heavens sights feelings authorities arms terms talks expenses odds dislikes

a The shoplifter was arrested and handed over to the ..... .
b The ..... opened and we had to run for cover to avoid getting wet.
c United think they can win but I suspect the ..... are heavily against them.
d 'What are you going to do in Paris?' 'Oh, just see the ..... .'
e I think we need to negotiate the ..... of this agreement.
f I'm sorry. I didn't mean to hurt your ..... .
g The right to bear ..... is written into the US constitution.
h The peace ..... have broken down again.
i Do you need to claim ..... for the trip?
j As far as food is concerned, do you have any particular likes or .....?

2 Put one of the nouns in each of the sentences.

means interests powers hopes movements sands travels basics matters waters

a They keep changing the aims of the project and I feel I'm on shifting ..... .
b He told me all his ..... and fears.
c I can't give you permission I'm afraid: you'll have to ask the ..... that be.
d I hear he's off on his ..... again.
e What are your ..... over the next few days?
f They discussed a range of important ..... .
g We have to get back to ..... to understand why the software won't work.
h The oil rig was based in offshore ..... .
i Camels are the main ..... of transport in the desert.
j In the ..... of the neighbours, could you please leave quietly.

3 Tick (✓) the following sentences that are acceptable.

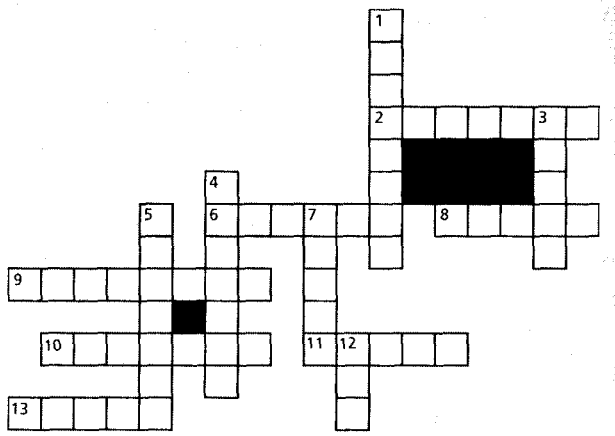
a I'll do the job for you, but on my own term, not yours.
b Are you taking the sides in this argument?
c He was arrested for knowingly receiving stolen goods.
d Who did you meet on your travel?
e He became ill and lost his boyish good look.
f The old road goes on for miles after miles.
g Half the proceed of the auction went to charity.
h I don't think taking them to court would ultimately be in your best interests.
i It's the same old story, day in to day out.
j Counter intelligence kept a close eye on his movement.
k The powers that are decided to ban the competition as it was too dangerous.
l The boat sank in the treacherous waters off the south coast.

4 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

Example: All the money they made went to charity.
proceeds
The proceeds from the sale went to charity.

a Ben certainly wasn't as innocent as he pretended.
means
b As they grow older, models worry that they'll no longer be so good looking.
looks
c He got on extremely well with her parents.
terms
d The workers protested loudly against the pay cuts.
arms
e There's little chance of getting a ticket.
odds
f It was necessary to inspect the electrical systems in order to make sure they were safe.
interests
g Educationalists don't agree on the value of learning by computer.
eye
h He goes out fishing whether it's raining, snowing or bright sunshine.
weathers

5 Find the word missing in each of the 'clues' and complete the crossword.



Across
2 The constant ..... and goings next door never cease to amaze me.
6 I have no wish to make ..... with anyone, least of all you.
8 I was absolutely lost for ..... .
9 What shall we spend our ..... on?
10 My former colleagues have all gone off to the four ..... of the earth.
11 I'm not going to take ..... ; you two sort it out between you.
13 Players take ..... to lay their cards face-down on the table.

Down
1 What are they going to do with the ..... of the sale?
3 I refused to compensate him for the damaged ..... .
4 Stop playing silly ..... and concentrate on your work.
5 I do hope we can stay ..... despite what's happened.
7 I mean to succeed by fair ..... or foul.
12 The police are just beginning to appreciate the ..... and outs of the case.

SECTION 6

Compounds

1 NOUN + NOUN

We often combine two nouns as a collocation. The first noun is usually singular and qualifies the second:
a cookery book (= for learning cookery)
a computer game (= played on a computer)

- We use many of these collocations so often that we consider them to be one word – they have become compound nouns. Some are usually written as one word (*seafood*). Others are written as two words (*brain drain*) and others are hyphenated (*T-shirt*). There are no fixed rules:
  laptop ***city centre*** ***willpower*** ***evening class***
  flowchart ***animal rights*** ***phone-card*** ***watch-strap***
- We can combine more than two nouns as collocations:
  a road tax disc (= a printed notice proving that road tax has been paid) ***a motorway service station*** (= for petrol and food on a motorway)

2 ADJECTIVE + NOUN

We can also combine adjectives with nouns as collocations or compounds:
mobile phone ***parting shot*** ***fizzy drink***
loudspeaker ***musical instrument***

1 Write A + N next to those compound nouns that consist of an adjective + noun. Write N + N next to those that consist of two nouns.

a pen friend
b social services
c general public
d nervous breakdown
e estate agent
f news bulletin

3 ADJECTIVE + ADJECTIVE

Some words combine to make compound adjectives:
absent-minded ***big-headed*** ***good-looking*** ***short-lived***

- These may collocate with particular nouns:
  cold-blooded murder ***clear-cut case*** ***run-down area***
  shop-soiled goods ***flat-footed*** ***all -around athlete***
  keep-fit fanatic

4 OTHER COMBINATIONS

We can combine other parts of speech, especially several words, to make compound nouns:
grass roots opinion ***law and order*** ***bride-to-be***
comrade in arms ***fork-lift truck***

2 Underline the correct compound noun to complete the sentence.
Throughout western Europe, there has been a rise in the number of ..... .

a only-parent families
b one-parent families
c uni-parent families
d mono-parent families

Practice

1 In the following sentences, add the second part of the compound noun.

a Old ..... can be a pleasant time if you're surrounded by grandchildren.
b I can't stand back-seat ..... . If I'm driving, I don't need constant advice and instructions.
c Dad's got very high blood ..... and the doctor told him to take it easy.
d In his summing ....., the judge instructed the jury on several points of law.
e He rose to become commander-in-chief of the country's armed ..... .
f She suffered from chronic food ..... after eating contaminated seafood.
g Most western European countries have abolished capital ..... .
h As his mother had always been profoundly deaf, he grew up fluent in sign ..... .

2 Underline the word that best completes each sentence.

1 The difference in their computer skills was attributed to the generation ..... .
a space **b** difference **c** gap **d** hole
2 Tony seemed remarkably devoid of ..... sense and did the most ridiculous things.
a common **b** ordinary **c** average **d** everyday
3 The cost of ..... has risen dramatically.
a life **b** lives **c** alive **d** living
4 There is a strong movement supporting the abolition of the death ..... .
a penalty **b** punishment **c** discipline **d** condemnation
5 The trades unions called for a 5% pay increase for all public ..... workers.
a section **b** area **c** zone **d** sector
6 Why not take your case to the European Court of Human ..... ?
a Entitlement **b** Allowance **c** Law **d** Rights

7 He gave up studying after suffering a nervous ..... .
a collapse **b** breakdown **c** failure **d** malfunction
8 Concorde is the only commercial plane to have broken the sound ..... .
a frontier **b** barrier **c** boundary **d** limit
9 The hospital called for volunteer blood ..... after their supplies ran low.
a givers **b** contributors **c** donors **d** suppliers
10 One of the most devastating weapons of modern time is the ..... missile.
a directed **b** instructed **c** programmed **d** guided

3 Combine the words to make a compound.

Examples:

roses / bunch	*a bunch of roses*
boots / ski	*ski boots*
day / work	*a day's work*
stick / walk	*a walking stick*
two hands / backhand	*a two-handed backhand*
cloud / sky	*a cloudy sky*
building / four storeys	bed / sea
price / gas	coat / paint
prices / gas	length / arm
edge / water	hair / breadth
stone / throw	film / popularity
door / car	film / story
shirt / button	room / corner
sentence / ten years	bar / steel
world / end	industry / car
pan / fry	book / 200 pages
apple / core	book / club
heart / matter	degree / university
hesitation / moment	shore / sea

4 Underline the word that best completes each sentence.

1 He did very well in the ..... knowledge quiz.
a widespread **b** common **c** general **d** ordinary
2 The government requires everybody to make a financial contribution towards their ..... education.
a higher **b** high **c** highest **d** highly
3 Police are meeting members of the ethnic community in order to improve race ..... .
a relationships **b** relations **c** relatives **d** relativity
4 The ..... state exists in order to provide free education and health care to the less well-off.
a social **b** benefit **c** welfare **d** nanny
5 Unemployment ..... is paid to people who are unable to find any work.
a security **b** money **c** service **d** benefit
6 The factory made huge improvements in its general management and ..... control.
a quality **b** level **c** standard **d** equality
7 Industrial ..... have improved with the introduction of a shorter working week.
a relationships **b** relations **c** relatives **d** relativity
8 Coal, oil and other similar ..... resources may eventually be replaced by solar energy.
a nature **b** nature's **c** natural **d** native
9 Arms ..... was the main issue discussed at the leaders' summit.
a control **b** controls **c** controlling **d** controlled
10 The Prime Minister is an old ..... at these conferences, having been to so many.
a hand **b** man **c** time **d** goat

5 Fill each of the numbered blanks with one suitable word.

I was reading an article in our sister newspaper the other day in which an eminent columnist was suggesting that as a nation we had been slow to respond to the sea- ..... (1) which our generation is experiencing in all aspects of day-to-..... (2) life. As I devoured my take- ..... (3) pizza I started making a simple list of words which, if they did exist thirty years ago certainly had different connotations and in most cases did not exist at all: ozone ..... (4), greenhouse ..... (5) , ... (6) ROM, mobile ..... (7), ... (8) dish, (what was wrong with just three TV channels?) community ..... (9) (to avoid all those prison riots?), remote ..... (10), ... (11) print-out, jungle ..... (12) – whatever has happened to music?
Not so long ago a previous population had to acquaint themselves with terms like brain ..... (13) as all the egg-heads headed across the Atlantic and ..... (14) power, as all the others started sticking daffodils in their hair. And before that a generation had to learn about the vacuum ..... (15), the assembly ..... (16), the burglar ..... (17), the washing ..... (18), the hair ..... (19) and the fridge- ..... (20). New words are coming into the language now at a frightening speed and, to respectfully disagree with my colleague, I believe we are, generally speaking, coping pretty well.

Exam practice 8

1 In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1–14, write the unnecessary word in the space shown. Some lines are correct. Indicate these lines with a tick (✓). The exercise begins with two examples.

Beliefs which go back deep into the time lie behind many of our present day ...the...
attitudes to birds. People have often regarded birds as having close ...✓...

1 affinities with mankind because, like the humans, birds go on two legs, sing, ...
2 show off and construct homes. Dances from many different cultures are .....
3 copied from the courting displays of birds. Some birds were thought to warn .....
4 of disaster or foretell a good fortune, according to the circumstances .....
5 in which they were sighted. In the parts of Scotland, it is still lucky .....
6 to hear the cuckoo while you are out of walking, but not before you have .....
7 eaten a breakfast. The Welsh used to believe that you would flourish .....
8 if you were standing on a grass or green leaves when the bird sang, but if .....
9 you were on to barren ground you would not live to hear its call another .....
10 year. Children in many parts of Britain still believe that it is unlucky .....
11 to see a single crow or magpie, but lucky to see two. The birds were also .....
12 involved in medicine: the ancient Greeks and Romans for example believed in .....
13 that the way to cure blindness was to eat the heart of a raven or owl .....
14 or eagle – all the birds well known for their keen eyesight. .....

SCORE

2 Fill each of the numbered blanks with **one** suitable word.

The Grizzly bear, symbol of North America's wilderness, is under severe threat in one of ..... (1) heartland habitats. ..... (2) Grizzly is ..... (3) sub-species of the Brown bear, but is bigger, stronger and fiercer. A Grizzly, for example, can kill ..... (4) deer with one blow of ..... (5) paw. This animal is now concentrated in Alaska and western Canada where it is being hunted in a way that will put it on the road to extinction, according to ..... (6) Environmental Investigation Agency, which says the British Columbia government regards Grizzlies as a ..... (7) to be hunted without having a ..... (8) knowledge ..... (9) how many there are in the province. This may be folly in the ..... (10) as there is a danger that ..... (11) species may be dwindling faster than the ..... (12) can reproduce. Their forest ..... (13) is also under continual assault from clear-cut logging, road-building, and mining for ..... (14) resources. The agency has ..... (15) proven track ..... (16) in highlighting early warning ..... (17) of major declines in important species, providing for example much of the ..... (18) of large-scale ivory poaching which led to the 1989 ..... (19) on commercial trade to try to save ..... (20) African elephant.

SCORE

3 Circle the word or phrase which best completes each sentence.

1 The speeding car only missed us by a hair's ..... .
A width **B** high **C** breadth **D** length

2 This room really could do with another ..... of paint.
A coat **B** jacket **C** skin **D** sliver

3 The wrecked liner is still lying on the sea ..... .
A floor **B** bed **C** ground **D** bottom

4 I slept badly last night and am feeling particularly ..... this morning.
A slow-witted **B** far-reaching **C** off-hand **D** top-heavy

5 My parents always had a happily ..... attitude to my staying out late in the evening.
A cold-blooded **B** long-suffering **C** easy-going **D** thick-skinned

6 The sprinter paid the price of her misuse of drugs and died of heart ..... at the age of 38.
A attack **B** failure **C** stoppage **D** pressure

7 We took the children on a trip to the local natural ..... museum.
A geography **B** history **C** zoology **D** phenomena

8 State enterprises face fierce competition from the private ..... .
A sector **B** province **C** department **D** zone

9 It is difficult to assess grass ..... opinion on the subject of the President's actions.
A leaves **B** cuttings **C** stems **D** roots

10 How many planets are there in our ..... system?
A solar **B** universe **C** sun **D** planetary

SCORE _____

4 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

EXAMPLE: Going to and fro with all the cases is what I can't stand about holidays.
toing
It's all the toing and froing with all the cases that I can't stand about holidays.

a I think my elder sister is planning to take over the family home when my mother dies.
designs

b I think it would be best for you in the long run to negotiate a lower price.
interests

c The current national team is not anywhere near as good as the one five years ago.
means

d Once the reasons for his resignation are public knowledge, we'll be able to judge for ourselves.
open

e I really think my son is going to be a hugely successful businessman.
high

f You can't expect everything to run on an even keel all the time
smooth

SCORE _____

TOTAL SCORE _____

Determiners and pronouns

Entry test

1 Fill each of the numbered blanks with one suitable word.

..... (1) two chefs agree on the definitive recipe for paella, though ..... (2) without exception agree it contains rice. Although originating in Spain, it has spread throughout the ..... (3) world and all ..... (4) have tasted it say it is a dish for special occasions.

SCORE

FOR *ALL, BOTH, THE WHOLE, NEITHER, EITHER, NO, NONE*, SEE SECTION 1.

2 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: I admired my university tutor and listened attentively to *his every* word

a I think your cakes are every ..... as those you buy in the shops.
b I bought a kilo of apples and each and ..... of them was bad.
c My wife does most of the cooking but I like to do some every ..... a while.
d I think you have every ..... get angry about that letter.

SCORE

FOR *EACH* AND *EVERY*, SEE SECTION 2.

3 Fill each of the numbered blanks with one suitable word.

The front door bell rang the ..... (1) day and I opened it to discover it was ..... (2) other than my Aunt Polly, whom I hadn't seen for ages. She said ..... (3) or other about finding herself unexpectedly in the neighbourhood and we spent the next couple of hours bringing ..... (4) another up to date on family news.

SCORE

FOR *ONE(S), ANOTHER, OTHER(S), ONE ANOTHER, EACH OTHER*, SEE SECTION 3.

4 Fill each of the numbered blanks with one suitable word.

Many ..... (1) time I have thought about going to live abroad. Only a very ..... (2) people ever get the chance to do this as ..... (3) of us think we are being adventurous if we move to another town. My father spent a ..... (4) few years in Germany and never regretted it.

SCORE

FOR QUANTIFIERS *MUCH, MANY, A LOT OF, (A) FEW, (A) LITTLE, MOST*, SEE SECTION 4.

5 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: You couldn't lend us $50 *by any* chance, could you?

a These negotiations don't ..... anywhere at the moment.
b My family is not ..... means a rich one.
c My mother was talking ..... man or other about the weather.
d Their train should be ..... moment now.

SCORE

FOR *ANY, SOME, SOMEWHERE, ANYWHERE*, ETC., SEE SECTION 5.

TOTAL SCORE

OVERVIEW

This Unit deals with

- general pronouns and determiners:
  all, the whole, none, no, both, neither, either (see Section 1)
  each, every (see Section 2)
  one(s), another, other(s), one another, each other (see Section 3)
- quantifying pronouns and determiners:
  much, many, a lot of, (a) few, (a) little, most (see Section 4)
  some, any, somewhere, anywhere, somebody, nothing etc. (see Section 5)

(For *a / an* and *the*, see Unit 8.)

1 PRONOUN OR DETERMINER?

We use most of the above words as either pronouns or determiners.

Pronouns

We use pronouns:

- on their own instead of a noun:
  *'Which **one** do you want?' '**Either** is fine by me.'*
- with *of* before the pronoun:
  *They ate nearly **all of** it.*
- with *of* before *the, this, those,* etc. + noun:
  *They haven't looked at **any of the** alternatives.*

Determiners

We use determiners:

- before nouns:
  *Have you got **some money**?*
  ***Both candidates** were under-qualified for the job.*
  ***Most homes** have a washing machine.*
  *Have you seen my **other glove**?*
  *I see **no objection** to doing it.*

Note: *no* and *every* are determiners, never pronouns. *None* and *somebody, everyone, nowhere, anywhere,* etc. are pronouns, never determiners.

- While most determiners follow the same patterns as pronouns with *of*, there are some exceptions:
  ✗ ~~*I don't like either the films.*~~
  ✓ *I like **both the films**.* or: *I like **both of the films**.*
  *I don't like **either of the films**.* or: *I don't like **either film**.*

2 USING MORE THAN ONE DETERMINER

We can sometimes use more than one determiner before a noun:

__No other__ book gives quite so much detail.
They kept checking on us __every few__ hours.
I'd like __another five__ minutes, if you don't mind.

- Many combinations of determiners are not possible because they contradict or repeat each other:
  ✗ ~~*I'd like another one ice-cream, please.*~~
  ~~*I like some most types of music.*~~
  ✓ *I'd like **another ice-cream**, please.* or: *I'd like **another one**, please.*
  *I like **most types** of music.*

3 SINGULAR, PLURAL, UNCOUNTABLE

We use some determiners before singular nouns, e.g. *neither, either, each, every, one, another,* etc:

__Neither__ type is particularly nice.

- others before plural nouns, e.g. *all, both, other, some,* etc:
  __Both__ children are at school now.
- others before uncountable nouns, e.g. *all, a lot of, a little, most, some,* etc:
  __All__ chocolate tastes the same to me.
- We can use some determiners before more than one type of noun, e.g. *all, some, no,* etc:
  I dislike almost __all__ green __vegetables__. (= plural noun)
  __All work__ and no play makes Jack a dull boy. (= uncountable noun)
  __Some__ wines are best drunk young. (= plural noun)
  There seems to be __some__ doubt about it. (= uncountable noun)

4 COMMON PHRASES

We use many determiners and pronouns in common phrases:

We've been working on this __all day__.
They were late, __each and every__ one of them.
__All hell broke loose__ when the news first came out.

SECTION I

All, both, the whole, neither, either, no, none

1 *ALL* AND *BOTH*

We can use *all* and *both* as determiners and pronouns in the following ways:

Virtually ***all chocolate*** *tastes the same.* ***All children*** *love chocolate.* ***Both types*** *are disgusting.* ***Both you and I*** *are agreed on that. Have you been eating chocolate* ***all this time?*** *Have you eaten* ***both those pieces?*** ***All of the chocolate*** *in this country tastes the same. Have you eaten* ***both of those pieces?*** *They ate almost* ***all of it.*** ***Both of them*** *taste the same to me.* ***It all*** *tastes the same to me.* ***They both*** *look a* ***bit*** *strange.*

watch out!

- Although *both* can be a pronoun used on its own, e.g. ***Both*** *taste the same to me*, we rarely use *all* as a pronoun on its own, except when it is followed by a relative clause:
  ✘ ~~*Give me all.*~~
  ✓ *Give me* ***everything.*** or: *Give me* ***all / everything*** *you've got.*
- We don't commonly use the phrases *all the day* or *all the people* without a qualifying clause:
  ✘ ~~*We worked all the day. I talked to all the people.*~~
  ✓ *We worked* ***all day.*** *I talked to* ***everyone.***

2 THE WHOLE

With singular countable nouns, especially with places, we often use *the whole* instead of *all the...*:

✘ ~~*All the town was shocked by her death.*~~
✓ *The whole town was shocked by her death.*

- We must use *of* with proper names and words like *the, this, these, those*, etc:
  I've travelled around ***the whole of France.***
  I was off sick for ***the whole of the week.***

3 *NEITHER* AND *EITHER*

We use *either* and *neither* to talk about two things. They can be pronouns and determiners:

Neither type *is particularly nice.* (= formal) ***Either type*** *is fine by me.* (= one or the other, it doesn't matter which) *I like* ***neither type.*** (= formal) *I don't like* ***either type.*** (= less formal) ***Neither you nor I*** *like them.* ***Either you or I*** *will have to go.* ***Neither of the others*** *liked them, either. I don't think* ***either of these types is / are*** *edible. To be honest, I like* ***neither.*** *I'm not particularly fond of* ***either.***

- After *neither* and *either* a singular verb is usual, but plural verbs are used in spoken English:
  Neither of them is / are *particularly nice.*
  Either is / are *fine by me.*
- Prepositional phrases like *on either side, at either end*, mean 'on both sides', 'at both ends':
  There are shops ***at either end*** *of the street.*

4 *NO* AND *NONE*

No is a determiner. *None* is a pronoun. We use them before singular, plural and uncountable nouns:

Bad chocolate is better than ***no*** *chocolate. Bad chocolate is better than* ***none.*** ***No*** *piece I tasted was particularly good. Practically* ***none*** *of this stuff is as bad as you say.* ***No*** *two bars were alike.* ***None*** *of us could agree.*

- In formal English, we can use a singular verb after *none*. However, a plural verb is common:
  None *of the people I work with* ***likes*** *chocolate at all.* (= formal)
  None *of these brands* ***taste*** *the same.*

5 COMMON PHRASES

Tell me ***all about it.*** *They left me* ***all alone.*** ***That's all:*** *there's nothing else to add.* ***All too often*** *a sunny day ends in rain. He could be listening outside* ***for all I know.*** *She's* ***no friend of mine.*** *There's* ***no reason why*** *you shouldn't pass. It's* ***none of your business.*** *It was* ***none other than*** *George at the door. 'Haven't you got any?'* ***'None whatsoever.'*** *Her leadership qualities are* ***second to none.*** ***On the whole,*** *you're probably right. I'm afraid your excuses are* ***neither here nor there.***

? check

Underline the correct verb form in these sentences. In some sentences, both may be correct.

a All the players are good but none *is / are* as good as Giggs.
b No animals *have / has been* mistreated in the making of this film.
c Monday or Tuesday. Both *are / is* convenient for me.
d Thursday or Friday. Either of them *are / is* fine.
e All I've brought *is / are* over there.

Practice

1 Correct the following sentences.

Example: Guess who took my chocolate? No other (*None other*) than Dimitra.

a All of chocolate comes from cocoa beans.
b Both of ordinary and white chocolate are made from cocoa butter.
c There are very few people who like neither them.
d I have no particular preference: I'll eat the either.
e Yesterday, in fact, I ate all a 400 gm bar.
f My friends bet me I couldn't eat it whole.
g No one of them believed I could do it and not be sick.
h Chocolate is eaten all over the whole America.
i All the people love chocolate.
j For everything we know, chocolate may be the elixir of life.

2 Fill each of the numbered blanks with one of the words listed.

all whole none no both neither either

Life has slowly changed for the ..... (1) of our family. We were ..... (2) very close once, my wife and I and our two daughters. Aged 12 and 11, they were ..... (3) angels, keen, enthusiastic, communicative, ... (4) of them, nearly ..... (5) the time. When we meet up nowadays ..... (6) of us feels that comfortable. Oh yes, there are a few moments when we ..... (7) hug and ask each other for an update. Then when we ..... (8) sit down to either lunch or dinner – ..... (9) of my daughters seems very keen to eat at the same time as us anyway – ..... (10) of us seems to have that much to say. ..... (11) my daughters resent questions about their activities and I can't ask ..... (12) of them about their current boyfriends without ..... (13) of them ganging up on me and telling me to be quiet. On the ..... (14), I find eating while watching a soap with them the best way out.

..... (15) of the girls seems at all interested in what ..... (16) my wife or I is doing. ..... (17) I can say is that life was much easier and more comfortable when ..... (18) of them could utter anything more than 'goo-goo' and 'da-da' and ..... (19) my wife and I could settle down for a meal without feeling strangers in our own home. I suppose that time and tide wait for ..... (20) man.

3 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–16), write the unnecessary word in the space. Indicate correct pairs with a tick (✓). The exercise begins with two examples.

If I say 'I always tell lies', am I telling the truth?
This is known ..... ✓
as the Liar's Paradox. It has been around
for all millennia and is ..... all

1 usually attributed to Epimenides the
Cretan who said 'All of Cretans are liars'. .....
2 Logicians call this a circular argument or
problem to which there is no the .....
3 solution. The quick answer is that while
either the question is valid from a .....
4 grammatical viewpoint, from both a
logical point of view it is a contrived .....
5 contradictory nonsense, though this
didn't stop the philosopher Bertrand .....
6 Russell spending two whole of summers
trying to solve the contradiction. .....
7 The theological answer is that the human
race is made up of all three .....
8 types of people: neither saints who always
tell the truth, devils who always tell .....
9 lies and sinners who sometimes tell either
the truth and sometimes tell .....
10 lies. Logically a saint cannot say 'I always
tell lies' since this would be .....
11 a lie. A devil cannot logically say 'I always
tell lies' since all this would be .....
12 the truth. Only a sinner can logically say
'I always tell lies', and this would .....
13 be a lie. It is essentially both the same as
the dilemma faced by the barber .....
14 who shaves all the men who don't shave
themselves. The whole question is: who .....
15 shaves the barber? Clearly he cannot shave
himself because he only shaves .....
16 those who don't shave themselves. However,
neither he cannot remain unshaven as he .....
would then have to shave himself.

SECTION 2

Each and every

Each can be a determiner and a pronoun. *Every* is only a determiner.

1 DIFFERENCES IN MEANING

Each and *every* are similar in meaning and in some contexts both are possible:
***Every / Each** person in the group was fit and healthy.*

- We use *each* when we are thinking of all the separate individuals in the group:
  ***Each** person chose a different route to the beach.*
- *Every* refers more to the group as a whole (it is closer in meaning to *all*):
  ***Every** route was of about the same length.*
- We use *each* to talk about two or more things, but we can only use *every* for more than two:
  *Two routes, **each** one avoiding steep hills, looked particularly attractive.*

2 DIFFERENCES IN USE

We use *each* and *every* as determiners with a singular noun and a singular verb:
***Every one of** the walkers knows the area well. (Each one of* is also possible but less common)

Every

We use *every*:

- after a possessive:
  *I listened to **his every** word.*
- with some abstract nouns to emphasise that something is correct or necessary:
  *You had **every right** to say that.*
  *I had **every reason** to be fed up.*
- with plural nouns in phrases of frequency:
  *We go to the seaside **every few weeks**.*
- with adverbs like *almost, nearly, just about, practically*:
  ***Practically every** route was over two miles.*

Each

We use *each* as a pronoun:

- with *of* + noun:
  ***Each of them** took far longer than expected.*
  ***Each of the walkers** was well over sixty.*
- on its own:
  *There were six people in the group, and **each** was determined to win the race. (**each one** or **each of them** is more common)*
- after nouns and pronouns for emphasis:
  *John and Angela **each** had their own supply of biscuits.*
  ***They each** took a map with them.*

3 SINGULAR OR PLURAL?

Each and *every* are followed by singular verbs. However, we commonly use a plural pronoun to refer back:
***Every** person I asked **says** that **they** are going to enjoy the walk.*

- In formal English, after *each, he / she* is considered more correct than *they*, although *they* is common:
  ***Each** person claimed **he / she / they** would get to the beach first.*

4 COMMON PHRASES

*They were all late, **each and every one** of them.*
*It rains **every single** time I go to France.*
*Luckily, I only go there **every now and then / every so often / every once in a while**.*
*On the other hand, I go to Belgium practically **every other** week.*
*Brussels is **every bit as** romantic as Paris.*

Decide whether *each, every* or both are acceptable in these sentences.

a You have *each / every* right not to sign the contract.
b *Each / Every* of them gave their opinion in turn.
c *Each / Every* time I hear that music, it reminds me of you.
d I can read your *every / each* thought.
e I like *every / each* one of them.

Practice

1 In some of the following sentences *each* and *every* are possible; in others we can use only one of them. Cross out any words we cannot use.

a You will *each / every* receive a name badge on arrival.
b Not *every / each* participant will necessarily be interested in *each / every* seminar.
c Nearly *every / each* time I see her, she's wearing that blue and yellow floral dress.
d You can record *each / every* event that takes place in this little book.
e *Each / Every* of these containers contains something, but not *every / each* one has something valuable in it.
f You have *every / each* right to be dissatisfied with *every / each* member of your team.
g If you don't listen carefully to his *every / each* word, he'll twist you around his little finger.
h As *every / each* day passes, the situation seems to grow worse.

2 Fill each of the blanks with one suitable word.

Example: He's late *practically* every time we go out.

a I don't go out ..... evening. Every ..... evening perhaps.
b He bought a present for ..... of the children.
c Every culture ..... its own different customs and traditions.
d Every so ..... my sister calls from Australia.
e He bought an enormous cake and ate ..... last crumb.
f In fact he had three different kinds of cake, two of ..... .
g He gave us ..... one slice and kept the rest for himself.
h He had ..... intention of going to the party but in the end just fell asleep.
i He is every ..... as good as you.
j I like going to the cinema every ..... and then.

3 Would you choose *each* or *every* if you were writing a song? Here are some lyrics to complete.

a ..... of us was mischievous
b I say 'Please stay' to you – ..... single day, I do.
c We were ..... out of reach.
d ..... few years I remember your tears.
e ..... once in a while I remember your smile.
f ..... time I ever need a dime ...

4 Fill each of the numbered blanks with one of the words listed.

each every all whole none no

I was telling you about my family, wasn't I? It seems that not ..... (1) family is having the same problems. Since last week, I have spoken to nearly ..... (2) my colleagues and ..... (3) other one says that ..... (4) is sweetness and light in their family. ..... (5) of them – the ..... (6) family – sit down and ..... (7) of them takes turns to say something about what they're doing or have been doing and nearly ..... (8) other member of the family hangs on their ..... (9) word. There's ..... (10) aggression; ..... (11) of the others shows anything but total interest in the others' ..... (12) story. ..... (13) of them takes his or her turn and ..... (14) of them listen – ..... (15) of them resents it. ..... (16) I can say is, they're lucky. Almost ..... (17) meal we have together is spoilt because there's ..... (18) contact with anyone else and ..... (19) of us remains a little island. ..... (20) wonder my daughters don't come and visit very often.

5 Fill each of the numbered blanks in the passage with one suitable word.

Some famous places are disappointing: dirty, cramped, and a bit of a cliché. But there are others which, even though you've seen ..... (1) television programme ever made about it, are every ..... (2) as wonderful as you'd imagined. The Grand Canyon is one of these and so, despite being next door to a main road, is Stonehenge. Another is Venice which, in its entirety, remains a great work of art, ... (3) decaying aspect revealing an unexpected glimpse of water or startling architecture, ... (4) individual building or piazza displaying an exquisite sense of proportion. I return to Venice every ..... (5) often in the course of my work and on each ..... (6) these occasions I have found something new to marvel at. Alarm cries about how long this can last are sounded ..... (7) now and then ..... (8) time the water levels rise. But the fact that this city is sinking into the sea seems to add to its romantic atmosphere. Far more serious is the depopulation, for it seems that ..... (9) about every week another family leaves. Since 1945 more than half the population of Venice has moved to the mainland. The rich own the great palazzos along the Grand Canal and visit every once in a ..... (10), but leave the windows dark for the rest of the time. Mass tourism threatens the very structure of the city. It is a sad victim of its own success.

SECTION 3

One(s), another, other(s), one another, each other

1 *ONE / ONES* AND *ANOTHER*

We use *one / ones* to replace a countable noun:
They're all nice but I really like the red ***one.***
What about the green ***ones?***

- Compare the different uses of *one / ones* and *another* as determiners and pronouns:
  That's an interesting ***one.*** *Have you got* ***another?***
  One day, *you'll see I was right.* *We'll have to leave this for* ***another*** *day.* *Would you like* ***another*** *drink?*
  One of *the buttons is missing.* *Is this* ***another of*** *those computer games?* ***One of us*** *is going to have to go.*
- We use *one of the...* with a singular verb:
  One of the many / main / countless *reasons I resigned* ***is*** *that I can't stand the boss.*
  This ***is one of the few*** *letters we received about him.*
  One of the other *players* ***is*** *going to have to play in* ***goal.***
- Sometimes *another* means 'the same again' and sometimes it means 'a different one':
  'That piece of cake was good.' 'I'll get you ***another.'***
  This shop is no good – let's try ***another.***
- We often use *another* with *few* or numbers + plural noun:
  I need ***another few*** *minutes.*
  You owe me ***another ten*** *pounds.*

watch out!

Apart from plural phrases with *few* or numbers, e.g. *another few minutes*, we use *another* only before a singular noun. With plural nouns, we use *other*, or *some more* or *any more*:
✗ ~~*Are there another trains coming soon?*~~
✓ *Are there* ***other trains*** *coming soon?* or: *Is there* ***another train*** *coming soon?*

2 *OTHER* AND *OTHERS*

Other is a determiner:
Other *people may come later.*
I've got most of the ***other*** *information already.*

- We can also use *other* as a pronoun with *the*:
  I've got one of the floppy disks. Have you got ***the*** *other?*

Others is only a pronoun:
It's his best book, though he wrote many ***others.***
This computer's crashed. Use one of ***the others.***

- *Others* sometimes means 'people':
  Go and tell ***the others*** *to hurry up.*

3 *ONE ANOTHER* AND *EACH OTHER*

We use *one another* and *each other* as objects of verbs. They mean the same thing – each of two or more people does something to or for the other(s):
They all tried to help ***each other / one another.***

4 COMBINING TWO IDEAS

Other(s) and *another* often occur as the second item in sentences that combine two ideas:
Some *people like the red ones but* ***others*** *prefer the green.*
One *man's meat is* ***another*** *man's poison.* (proverb)
Each *member of the coach trip got on well with* ***the others.***
On ***the one hand*** *I appreciate what you're doing but on* ***the other*** *I wish you wouldn't interfere so much.*

5 COMMON PHRASES

I met Larry ***the other day.*** (= a few days ago)
One of these days *you're going to get a nasty surprise.* (= One day in the future...)
I was talking to ***none other than*** *the Prime Minister yesterday.* (= no less a person than ...)
They arrived ***one after another / the other.*** (= in quick succession)
They arrived ***one by one.*** (= not all together)
We were talking about ***something or other.*** (= I can't remember exactly what)

? check

Some of the words and phrases in this section are used as pronouns, some as determiners, and one as both. Tick (✓) the acceptable sentences.

	Determiner	**Pronoun**
a	Go and tell the others children.	Go and tell the others.
b	Let's look at the other one.	Let's look at the other.
c	We must talk to each other people.	We must talk to each other.
d	There's only room for one person.	There's only room for one.
e	Are there another buses?	Here comes another.

Practice

1 Underline the best alternative.

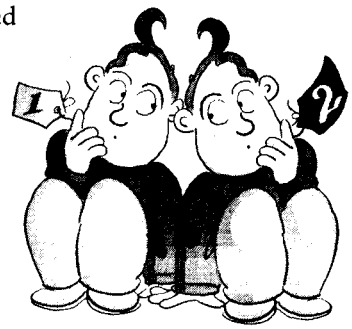
a These trousers are better than the other *one / ones*.
b I don't like them. Let's choose *another / the other* pair.
c Well, hurry up – *the others / another* are waiting.
d I suppose one pair is as good as *another / one*.
e You've tried on so many, one after *the other / others*.
f Can I try just *one / another* more pair?
g OK, but let's stop arguing with *each / one another*.
h Give me *another / the other* few minutes.

2 Fill each of the gaps with *other*, *another*, *others*, or *other's*.

Left-handedness is a fascinating phenomenon unless you are trying to undo a knot that a left-handed person has tied the ..... (1) way round. It is surprising that left-handers have not protested more about how the physical world has been constructed around the '..... (2) lot'. Though the days have gone when children were forced to change to the ..... (3) way, we still don't make enough concessions. Surely lefties should be encouraged to greet one ..... (4) by shaking the ..... (5) left hand. Why don't they always stick out their left hand anyway and surprise all us ..... (6) once in a while? I've seen some lefties writing like crabs and producing handwriting from ..... (7) planet and I've seen ..... (8) who produce better writing than any ..... (9) person I know. And ..... (10) thing: why don't left-handed waiters tease us by laying the table 'back to front'? They've as much right as the right-handers.

3 Fill each of the numbered blanks with one suitable word.

Raising ..... (1) child at a time is hard enough; parents of twins have an even more difficult job. It is important that they don't become so bonded that ..... (2) becomes merely a missing part of ..... (3) other. Parents have to help their children grow up together, but realising that they are individuals first and twins second. The sibling rivalry may be avoided by encouraging them to develop different interests from one ..... (4) to help to preserve their identities. But the special intimacy that twins share can lead to problems. As they grow older they may find it hard to develop close relationships with ..... (5) because they think no person will ever know them as well as their twin. They think like ..... (6) other and do the same things, marry similar partners and live in virtually identical houses. In one study, a twin declared that losing the ..... (7) would be like losing a part of her own body. In ..... (8), a pair separated at birth and brought up in different towns, unaware of ..... (9) another's existence, moved into houses in Florida with their families, only to discover that the person next door was ..... (10) other than their twin.



4 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–14), write the unnecessary word in the space. Indicate correct pairs with a tick (✓). The exercise begins with two examples.

	The intimacy between each twins can sometimes be destructive. Psychologists are trying to find out where closeness ends and pathology begins. From the	*each* ✓
1	time June and Jennifer Gibbons could	.....
2	speak, they seldom did – except for one rare simple sentences to adults and some	.....
3	words to the other children. Eventually they spoke only with the one another and	.....
4	around their home town in Wales they became known as the other Silent Twins,	.....
5	developing a private language that no another one else could understand.	.....
6	Jennifer was so jealous of June, whom she thought prettier one and more	.....
7	loved by their parents, that she forced her into a childhood vow of silence. The	.....
8	one acquaintance said that Jennifer seemed to have 'possessed' her sister:	.....
9	with eye signals, she told June when to talk, how to move, what to do. Each	.....
10	one monitored of the other so that they could act in perfect unison. They	.....
11	even fell off horses at the same time. Once Jennifer intoned to her other sister,	.....
12	'You are Jennifer. You are me.' An agonised June screamed back, 'I am June!	.....
	I am June!'	.....

SECTION 4

Quantifiers: ***much, many, a lot of, (a) few, (a) little, most***

These quantifiers act in a similar way. However, there are a number of individual peculiarities.

1 ARTICLE PROBLEMS

We can use *much of / most of / a lot of / little of* + proper nouns without *the*:
I haven't seen ***a lot of Sarah*** *lately.*
I don't think ***much of London****.*

- With common nouns we use *of* with *the, my, your,* etc., and *this, that,* etc.:
  Much of my time *is spent driving between jobs.*
  Far too ***much of the north*** *is underdeveloped.*
- With *few* after *very* and *quite*, we use *a / an* in different positions:
  Quite a few *people have complained about his behaviour.* ***A very few*** *people have voiced their support for him.* (***Very few***... is more usual)
- When we don't use *a / an, few* and *little* have negative connotations:
  A few people *came.* (= at least some people)
  Few people *came.* (= not enough)
  There's ***a little*** *time left.* (= perhaps enough)
  There's ***little*** *time left.* (= probably not enough)

watch out!

Most is a determiner and a pronoun. We use *the most* when we make a comparison, and *most* to talk about quantity:
✗ ~~***The most people liked his music.***~~
✓ ***Most*** *people liked his music.*
The most *popular music to relax to is classical.*

- Sometimes the distinction can be very small:
  The third storm caused ***(the) most*** *damage.*
- We use *most* as an intensifier meaning 'very':
  You're ***most*** *kind.* *That's* ***most*** *interesting.*

2 USES IN POSITIVE, NEGATIVE AND QUESTIONS

We use *much* and *many* mainly in negative statements and questions:
You haven't eaten very ***much*** *food.*
Are there ***many*** *good restaurants here?*

- *Very much* as a determiner is almost never used in positive sentences. We use *a lot of* or *a great deal of* instead:
  ✗ ~~*I've eaten very much food.*~~
  ✓ *I've eaten* ***a lot of*** *food.*
- In positive sentences, quantifiers are common with comparatives:
  Bahrain was ***much better*** *than I'd expected.* *There were* ***as many as*** *two hundred people at the meeting.*

3 DIFFERENCES IN FORMALITY

In positive sentences, *many* and *much* are typical of formal written English. We generally use *plenty (of), a lot (of). Lots of, loads of,* etc. are more informal:
Much *rubbish has been written on this subject.* (***A lot of***... is more usual)
Loads of *people have rather extreme views on it.* (***Many***... is more formal)

- *Little* and *few* can be fairly formal. We use *not much / not a lot of / only a little* or *not many* to be more informal:
  Little *is known about his private life.* (***Not much***... is more informal)
  There is ***little time*** *left.* (*There isn't* ***a lot of time***... is more usual)
  Few people *know much about him.* (***Not many people***... is more informal)

4 COMMON PHRASES

I don't ***feel up to much*** *today.*
I'm afraid I'm ***not much of a*** *cook.*
There's ***many a time*** *that I've wished I could quit.*
Many's the time *I've had to talk to him about that.*
Let's ***make the most of*** *the good weather.*
I'm not that old: I've got ***a good few years*** *left in me yet.*
He seems to have ***precious little*** *idea of what's going on.*
The weather was fine ***for the most part.***
There's ***an awful lot of*** *onion in this dish.*

? check

Tick (✓) the sentences which can be considered formal.

a Much has been said on this subject.
b I have little to say that is relevant.
c I don't think there is much pasta left in the cupboard.
d This is one of the few original paintings remaining.
e We have received lots of letters on this topic.

Practice

1 Correct these sentences.

a Much of the Holland is below sea level.
b Not many of people know much about him.
c Don't hurry: we have little time left before we have to leave.
d The most of people complain about the weather here.
e A quite few people came to his party.
f He's had very much good luck in his life.
g I've been to visit him many the time.
h We've put in good many hours to get this work finished.

2 Fill each of the numbered blanks in the passage with one suitable word.

There is, remarked George Bernard Shaw, no subject on which more dangerous nonsense is talked than marriage. He was right: ..... (1) paper has been wasted on the subject and ..... (2) a newspaper columnist has felt impelled to share with us their thoughts on the subject, a ..... (3) of which are laughable rubbish. But the question still remains: why do ..... (4) of us still want to get married? Traditionally, it has been seen as necessary to social cohesion and inheritance, but today, these factors carry ..... (5) importance and it is the psychological aspects which dominate ..... (6) of the discussion. The psychologist Carl Jung claimed that whereas man's most important business was his work, for a woman 'man is her work'. Home, continued Jung with the bland confidence of a man who knows how to ..... (7) the most of his domestic arrangements, 'is like a nest – not enough room for both birds at once. One sits inside, the other perches on the side and looks about and attends to all outside business.' ..... (8) modern marriages are more equal, involving partners who start out having ..... (9) in common, particularly social class and educational attainment. Indeed it might even be said that marriages that do not involve these stand ..... (10) chance of long-term success.

3 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–15), write the unnecessary word in the space. Indicate correct pairs with a tick (✓). The exercise begins with two examples.

Finding accommodation in Khartoum is a bit of a nightmare. While I was ✓
there I met people paying off no less than
£1000 rent a month for their houses. *off*

1 They reckoned that when they left, the .....
owners would ask half as much as again, ...
2 and this would be paid. Few of Sudanese .....
can afford to build houses in the .....
3 city. Most the workers and office staff live .....
far out of the centre or in .....
4 Omdurman on the other side of the Nile. .....
Hotels are either very much expensive, ...
5 catering for visiting businessmen on little .....
expenses, or extremely cheap, ...
6 providing just a simple room and probably .....
no less food. Overland travellers .....
7 usually stay in the youth hostel. We were .....
lucky to be able to stay with .....
8 friends for the most of our time in .....
Khartoum; we could neither afford .....
9 the expensive hotels, where the many .....
standards are in any case usually low and .....
10 food indifferent, nor face the cheap ones .....
where the few conditions are generally .....
11 primitive. Much of the Khartoum remains .....
little changed today from the time when .....
12 General Kitchener reasserted British control .....
in 1898, though quite many of the .....
13 elegant buildings have faded and it is clear .....
that passing years have reduced .....
14 much of the city's former glory to squalor. .....
Most of all the time the streets are .....
15 stifling and oppressive. Only under the .....
many riverside trees is it cool and bearable. .....

4 Finish each sentence so that it is similar to the sentence printed before it.

a No one knows a great deal about her private life.
Little .....
b I'm not very good at gardening, I'm afraid.
I'm not much of .....
c I didn't like that play very much.
I didn't think .....
d I've often thought of giving up and leaving.
Many a .....
e Quite a lot of my friends feel the same as I do.
A good .....

SECTION 5

Any, some, somewhere, anywhere, etc.

1 *SOME* AND *ANY*

We generally use *some* and *any* to talk about indefinite amounts:

*I've got **some** good news. Have you got **any** news?*

- With this meaning, we use *some* in positive sentences, and *any* in negatives and questions.

***Some* and *any* as pronouns**

We use *some* and *any* as pronouns:

- on their own to replace a noun:
  *'I didn't bring my money with me.' 'Don't worry, I've got **some**.'*
  *I'd love to meet a news reporter. Do you know **any**?*
- with *of* + *the, my, your,* etc., *this, these,* etc:
  ***Some of the** information in last night's broadcast was incorrect.*
  *I didn't know **any of the** people at the party.*
- with *of* + pronoun:
  *Can you be quiet? **Some of us** are trying to work.*
  *Are **any of them** here yet?*

***Some* and *any* as determiners**

In addition to talking about indefinite amounts, we use *some* and *any* as determiners in other ways.

ANY

We use *any*:

- in positive sentences, often meaning 'it doesn't matter who, what, which' or 'if any exists':
  ***Any** news you have could be useful.*
- in conditionals:
  *If **any** news comes in while I'm away, let me know.*
- intensified with *at all* or *whatever / whatsoever*:
  *I haven't got **any** news **at all / whatever / whatsoever**.*

SOME

We use *some*:

- in questions when we expect the answer 'yes':
  *Do you want to hear **some** good news?*
- with expressions of measurement to mean 'quite a large amount or number':
  *They've lived there **for some time**.*
- meaning 'approximately':
  *The suspect weighs **some** 70 kilos.*
- with singular nouns, to indicate we don't know exactly who or what is being referred to (this is fairly informal). We can add *...or other* for emphasis:
  ***Some idiot** has tried to blow up the UN building.*
  *I read about it in **some book or other**.*

2 *SOMEWHERE, ANYWHERE,* ETC.

Somebody, anybody, nobody, everybody, someone, anyone, no one, everyone, something, anything, nothing, everything, somewhere, nowhere, and *anywhere* are all pronouns though we can sometimes use some of them as adverbs. They take singular verbs:

*I think you'll find **everything** you need to know **is** in this report.*

- They can be followed by *else* or by adjectives or qualifying clauses:
  *I'm going to go **somewhere else**.*
  *'Going **anywhere nice**?' '**Somewhere warm**.'*
  ***Everyone I spoke to** seemed very friendly.*

3 COMMON PHRASES

*I'd love to go there **some day**.*
*There are reported to be **few, if any**, survivors.*
*Pass me a book: **any old** book will do.*
*I don't think it's true and **in any case** it's not important.*
*You couldn't lend me $10, could you, **by any chance**?*
*I am not **by any means** an expert in this subject.*
*He should be arriving **any moment now**.*
*This building dates from 1975 or 6. Sometime around then **at any rate**.*
***Something like** a hundred hectares was destroyed in the fire.*
*He keeps on phoning me **for some reason or other**.*
*Come up and see me **some time**.*
*These discussions don't seem to be **getting anywhere**.*

? check

Which of the following sentences are unacceptable?

a Any of the people there last night knew who I was.
b Any information you have would be really helpful.
c Do you want to hear something really funny?
d You didn't see that documentary on the television last night did you by some chance?
e I've never actually met anyone famous.

Practice

1 Underline the better alternative. Sometimes both are possible.

Example: Have you heard <u>any</u> / *some* news today at all?

a The news should be on *any* / *some* minute now.
b I'd like to be a newsreader *some* / *any* day.
c I'm not sure this one is *any* / *some* improvement on the others.
d She appears to be having *some* / *any* difficulty reading her auto cue.
e In fact she's getting *anywhere* / *nowhere*.
f If she gets *any* / *some* worse, they'll have to sack her.
g Why doesn't she do *anything else* / *something else*?
h Aren't there *any* / *some* other jobs she could do better?
i *Any* / *Some* old job would do, I'd have thought.
j Though I reckon few if *any* / *some* employers would look on her favourably after this.

2 Fill each of the numbered gaps with one suitable word.

The BBC World Service on radio claims a regular worldwide audience of ..... (1) 25 million for its English language programmes. It is funded directly by the British Foreign Office, though ..... (2) Government attempt to control the content of programmes is vigorously fought off. It is broadcast around the world and ..... (3) who has access to a radio with short wave need be without it. The archetypal listener today is under 30, male, likely to be relatively well-educated, for whom English is likely to be a second or even third language. Few women tune in, which is why there is no women's programme ..... (4) in its 24-hour service. The biggest and most important of the news programmes is Newshour, a 60-minute survey of world news which goes out ..... (5) night at 10p.m. British time. This slot cannot please ..... (6) but is the optimum time to catch ..... (7) listeners having breakfast in Hong Kong or settling down for the night in West Africa. It can be recommended to ..... (8) who wants to understand the world, not just Britain. At ..... (9) rate, that is its aim and certainly by comparison, ... (10) British domestic news programmes seem trivial and parochial.

3 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–14), write the unnecessary word in the space. Indicate correct pairs with a tick (✓). The exercise begins with two examples.

One of the marvellous things on my first trip to Europe was the discovery ✓
that the world could be so full of any variety, that there were so many any

1 different ways of doing essentially identical things, something like eating and .....
2 drinking and buying cinema tickets. It fascinated me that any Europeans could be .....
3 at once alike – that they could be so bookish and cerebral, and some drive .....
4 small cars, and live in little houses in ancient towns, and nobody love soccer, ...
5 and have chilly hotel rooms and warm inviting places to eat and drink – .....
6 and yet be so endlessly, unpredictably different anyone from each other as well. .....
7 I loved the idea that you could never be sure of anything else in Europe. .....
8 This is why I have never learned any more language other than English. I don't .....
9 want to know what other people are talking about. I can't think of anything .....
10 that excites a greater sense of any childhood wonder than to be in a country .....
11 where you are ignorant of almost everything else. Suddenly you are five years .....
12 old again. You can't read nearly anything, you have only the most rudimentary .....
13 sense of how any things work, you can't even reliably cross a street without .....
14 endangering your life. Your whole existence becomes a series of some interesting guesses. .....

4 Fill each of the gaps with one suitable word.

Example: Everybody *has* now received their orders.

a They didn't give me any help at ..... .
b His dissertation amounted to ..... 200 pages.
c Few if ..... of those eligible to vote did so.
d You don't have the time, do you, by ..... chance?
e Everything, including all your orders this week, ... now waiting to be collected.
f I heard the news on some satellite channel or ..... .
g If ..... calls, tell them I'll be back by two.

Unit nine

Vocabulary

SECTION 6

Amount and extent

1 EXTENT AND DEGREE

Many adjectives and phrases collocate with *extent* and *degree*:

__To some degree / extent__ she is right.

- Here are some more examples:
  __to a__ lesser / greater / large / small / great / considerable / marked __degree / extent__

We use *extent* in common phrases:

__The true / full extent__ of her injuries only gradually became apparent. I agree with you __to a certain extent__.

Crime has risen __to such an extent that__ it has become a serious political issue.

- We can also use other phrases that have a similar meaning:
  That's true __up to a point__, but you're forgetting something. They won __by a substantial / considerable / narrow margin__.

1 Choose the correct word to fill the gap.
They finally realised the full ..... of their financial predicament.
a *margin* **b** *degree* **c** *point* **d** *extent*

2 WORDS TO EXPRESS QUANTITY

We use many nouns to talk about quantity. Here are some examples:

The __high incidence__ of violent crime is a major source of worry.
We have __one of the highest crime rates__ in the world.
What is the __proportion of__ men __to__ women here?
He was paid a __nominal sum__ for his help.
This road was not built to carry this __volume of traffic__.
There is a new __quota system__ for fishing in the North Sea.
He's struggling with his enormous __work load__.
The company has a __pool__ of cars to be used by the workers.
I always have a __stock of__ biscuits with me when travelling.

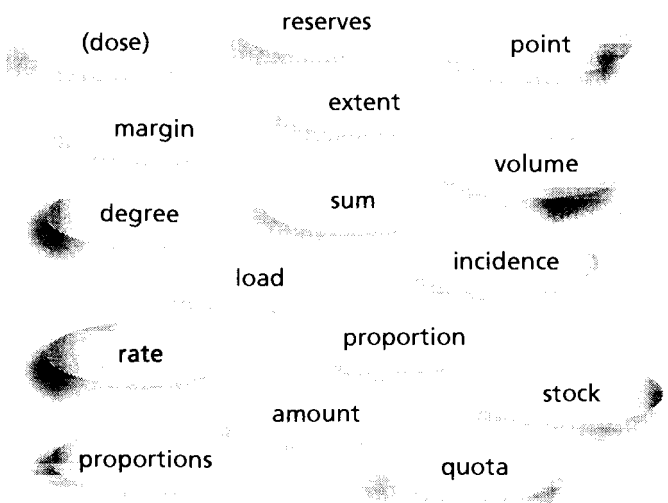
Large __reserves__ of oil have been discovered in the Atlantic.
It is dangerous to exceed the recommended __dosage__.

2 Choose the correct word to fill the gap.
The supermarket claimed to have sold its entire ..... of French cheese.
a *reserves* **b** *load* **c** *stock* **d** *pool*

Practice

1 Match the quantity words with an appropriate group of collocating words and phrases (a–o). Use all the quantity words. Write down the complete phrase.

Example: p a dose of antibiotics / cough mixture



a the ..... of men to women
b a substantial / fair / enormous ..... of
c the high / light ..... of traffic
d a wide / narrow ..... of error
e pay a nominal / lump .....
f sell the entire / complete ..... of
g to some / a marked / a considerable .....
h a high / significant ..... of the disease
i to such an ..... that
j a strict immigration .....
k the crime / unemployment / exchange .....
l agree up to a .....
m a tragedy of huge / immense .....
n adequate / ample / vast ..... of coal
o a ..... of bricks / complaints
(p a ..... of antibiotics / cough mixture)

2 Circle the word or phrase that best completes each sentence.

1 I simply couldn't cope with such an enormous work ..... .
a amount **b** quantity **c** load **d** volume
2 I'm afraid we can only afford to pay you a ..... sum for your services.
a nominal **b** titular **c** complete **d** calculated
3 The high ..... of cancer was attributed to the proximity of a nuclear power station.
a amount **b** dosage **c** extent **d** incidence
4 What was the sum ..... of our takings for the week?
a amount **b** final **c** total **d** quota
5 Its success seems to work in ..... proportion to the number of people involved.
a inverse **b** opposite **c** contrary **d** retrograde
6 They won the election by the narrowest of ..... .
a extents **b** margins **c** votes **d** degrees
7 If you don't get your full ..... of sleep, your work will begin to suffer.
a extent **b** quota **c** degree **d** ratio
8 I agree with you up to a certain ..... but there are other considerations.
a extent **b** point **c** degree **d** level

3 Fill each numbered blank with a suitable word.

1

By the time the siege was lifted, the city had only ..... (1) reserves of food left. The entire ..... (2) of meat and bread had long since gone and there was a high ..... (3) of disease. Truck ..... (4) of food and medicines were brought in but to a ..... (5) extent it was too late to do any good.

2

The ..... (6) extent of the damage caused by the earthquake soon became apparent. Although many areas of the city had to a large ..... (7) escaped serious devastation, a substantial ..... (8) of homes were no longer safe to live in.

3

After most of the funds had been spent, there was a small ..... (9) of money left which we had to decide what to do with. But, since the sheer ..... (10) of business generated by the fund's success had left most of us out of pocket, it was decided that we should each receive a one-off lump ..... (11) payment as compensation.

4 In the following sentences, sometimes one and sometimes both of the alternatives are acceptable. Cross out those that are not acceptable.

a My parents have always given me a *good / great* deal of encouragement.
b There seems to be *masses / tons* of stuff that we've left out of the inventory.
c They sent me a *considerable / huge* quantity of material to read.
d The fact that I wasn't born in this country added a whole new *dimension / size* to the problem.
e There was *widespread / across-the-board* condemnation of their behaviour.
f There are *an awful / a horrible* lot of soaps on TV.
g A disaster of this *scale / magnitude* mercifully seldom happens.
h Donations for the disaster fund have *topped / exceeded* $1m.

5 Choose the word or phrase that best completes each sentence.

1 These days the castle is swamped with ..... of tourists.
a hordes **b** cliques **c** mobs **d** assemblies
2 The President denied they were ..... nuclear weapons.
a hoarding **b** stockpiling **c** collecting **d** reserving
3 By being rude to his superiors he is considered to have ..... the mark.
a transcended **b** outrun **c** surpassed **d** overstepped
4 He always kept a ..... of the number of goals he scored each season.
a mark **b** sum **c** tally **d** calculation
5 The crowds ..... the streets trying to catch sight of their hero.
a flocked **b** thronged **c** overpopulated **d** huddled
6 The stadium was filled to ..... for the final match.
a volume **b** entirety **c** capacity **d** magnitude
7 They continually tried to ..... each other in telling stories.
a outdo **b** surmount **c** excel **d** compete
8 The rules of the competition do not give much ..... for creativity.
a sweep **b** span **c** sphere **d** scope

SECTION 7

Groups of and parts of

1 DIFFERENT WAYS OF DESCRIBING GROUPS

We can link many different words using *of* + uncountable and plural nouns to indicate quantity and other categories of meaning:

Category	Example
mass	***a mountain of** work,* ***a pile of** washing*
a small amount	***a spot of** rain,* ***a pinch of** salt*
a part	***a portion of** chicken,* ***a segment of** orange*
a fixed shape	***a ball of** wool,* ***a stick of** dynamite*
a portion of liquid	***a drop of** milk,* ***a pool of** blood*
speed of movement	***a jet of** water,* ***a gush of** blood*
a group	***a flock of** sheep,* ***a gang of** youths*
a container	***a bottle of** beer,* ***a packet of** cigarettes*
an example or part of an uncountable noun	***an article of** clothing,* ***an item of** news*

1 Add these examples to the appropriate category above:

a a piece of cloth
b a piece of information
c a section of the newspaper
d a family of mice
e a gust of wind
f a strip of land
g a slice of bread
h a heap of rubbish

2 INFORMAL PHRASES

We use informal vocabulary in a variety of common phrases:

***a blob of** glue* ***a bit of** land* ***a heap of** papers*
***piles of** homework* ***stacks of** replies*
***mountains of** washing*

3 COMMON PHRASES IN CONTEXT

Some examples depend on collocation:

*They couldn't find **a shred of evidence** to support their claim.*
*At last there's **a ray of hope.***
*There wasn't **a speck of dust** to be seen.*
*He was greeted with **a torrent of abuse.***
*Her enquiries were met with **a wall of silence.***
*Their offer of help was my only **crumb of comfort.***

2 Add these words to the appropriate gaps below.
knob pinch dash

a Just add a ..... of butter and a ..... of lemon juice.
b I think we should take that story with a ..... of salt.

Practice

1 Add one of the following nouns to complete these sentences.

bread paper grass lunch flu sunlight

a He could eat only *a morsel of* ..... .
b I think I've got *a touch of* ..... .
c *A shaft of* ..... came through the window.
d I think I'll have *a spot of* ..... .
e How many *sheets of* ..... do you need?
f *Tufts of* ..... grew along the bank.

2 In the following groups, there is one noun that we cannot use in the phrase, either for reasons of meaning or collocation. Underline the one that doesn't fit.

1	a torrent of	water abuse words snow	6	a touch of	frost **salt** flu irony
2	a pool of	water spilt milk blood strawberries	7	a ray of	sunshine hope paper light
3	a bunch of	flowers people bread bananas	8	a flock of	birds sheep tourists grass
4	a trace of	perfume blood smoke children	9	a gang of	hooligans thieves actors **kids**
5	a lump of	coal ideas sugar meat	10	a point of	honour question order light

3 Add these phrases to the following sentences. Some phrases can be used more than once.

Example: Football fans were acting like a *herd of* wild animals.

ball of column of spurt of spot of troupe of drop of team of (herd of) band of

1 Once again, the ..... weapons inspectors were turned back at the border.
2 The militia occupied a substantial ..... territory in the north of the country.
3 I'm sure I just felt a ..... rain.
4 A ..... soldiers was marching down the road.
5 The aeroplane exploded in a ..... flames.
6 A ..... smoke rose into the air.
7 He got a sudden ..... of energy going down the back straight.
8 I thought we were in a ..... bother then for a minute.
9 Her first real job was managing a ..... actors touring Europe.
10 Would you like a ..... milk in your tea?

4 Underline the word or phrase that best completes each sentence.

1 Even the tiniest ..... of dust can damage delicate electrical equipment.
a piece **b** portion **c** shred **d** speck
2 Lawyers claim that there isn't a ..... of evidence that would stand up to examination.
a touch **b** tuft **c** shred **d** segment
3 This particular species had ..... of hair behind the ears.
a tufts **b** groups **c** morsels **d** pieces
4 The journalists approached her with a ..... of insistent questions about the new policy.
a jet **b** dribble **c** gush **d** stream
5 News of the stock market crash caused a ..... of panic among financial traders in the city.
a wave **b** piece **c** clump **d** column
6 The plane crashed in a ..... of fire.
a pile **b** spurt **c** mass **d** ball
7 I'm afraid I've completely lost the ..... of the argument.
a stream **b** trace **c** thread **d** idea
8 You need to mix equal ..... of oil and lemon juice.
a segments **b** portions **c** piles **d** pools
9 Do you want to open another ..... of orange juice?
a packet **b** sack **c** cask **d** carton
10 A piece of paper was caught by a ..... of wind.
a blow **b** spurt **c** gust **d** wave

5 Fill each of the numbered gaps with one of the nouns listed. Each noun can be used once only.

stroke stream amount shock drop trace stack torrent bout dash

Danny had a ..... (1) of red hair at the time and was at an age when a ..... (2) of questions was the order of the day. I was tired of the ..... (3) of answers I had been required to give all day and had anyway been suffering from a ..... (4) of 'flu. I decided that a ..... (5) of brandy with a ..... (6) of soda might just help my mental and physical condition. I worked my way through the ..... (7) of empty bottles left in the kitchen after last night's party and by a ..... (8) of luck found one with a tiny ..... (9) of the contents still remaining. I took a sip and felt much better. As I was tucking Danny into bed he asked, naturally without a ..... (10) of irony: 'Why are you wearing Daddy's perfume, Mummy?'

Exam practice 9

1 In most lines of the following text, one word is missing. For each numbered line 1–17, write the missing word in the space. Some lines are correct. Indicate these lines with a tick (✓). The exercise begins with two examples.

By and large I detest holidays. Every vacation paradise I have ever been ....✓....
to has provoked in me strong desire to pack my bags and get out as soon as ....a....

1 the family will let me. The problem with paradise is that there's never interesting .....
2 to do there except sit around experiencing eternal bliss. And all often it does .....
3 seem to me eternal. I don't think of it and I can only put up with it for so long. .....
4 So every often, when the time comes for the family to sit around the table and .....
5 plan where to go for the summer vacation I tentatively suggest that actually it .....
6 would be every as much fun to stay at home. Each and every time, of course, I .....
7 am loudly overruled by others who set about planning some beach .....
8 holiday or of my nightmares. I have high hopes, however, that this year will be .....
9 quite a better than past holidays as we are going to visit my in-laws in Sweden. .....
10 Sweden is no vacation paradise: cold in winter and rainy in the summer, ...
11 though on the few occasions the sun shines, it can be very beautiful. My .....
12 Swedish is also very basic, with the result that much of time I am there I .....
13 appear even more stupid than I do normally. I smile more, use every hand .....
14 gesture I can, and am in respects nicer than I am in English, partly because .....
15 I am not of a linguist and don't know how to be rude in Swedish. .....
16 My wife nor I has been over to see her parents and, of course, the rest of her .....
17 family for a good years, so all of us are looking forward to it a lot. .....

2 Circle the option **A**, **B**, **C**, or **D**, that best completes each sentence.

SCORE _____

1 I don't think there's a ..... of truth in what either defendant said.
A gust **B** grain **C** shred **D** touch
2 One of ..... days I'm going to give him a piece of my mind.
A our **B** those **C** these **D** the
3 I wouldn't want ..... of my parents to know I have a boyfriend.
A either **B** any **C** neither **D** none
4 The ..... of people who attended the public meeting was surprisingly large.
A figure **B** number **C** amount **D** sum
5 The film ends with the sheriff lying in a ..... of blood.
A bath **B** puddle **C** jet **D** pool
6 I gather there was ..... doubt as to who should pay the bill.
A any **B** some **C** the **D** every
7 Unfortunately ..... too often one of our players gives the ball away.
A all **B** every **C** none **D** once
8 I have rarely seen such an impressive sight as a ..... of buffalo roaming over the plains.
A flock **B** swarm **C** pack **D** herd
9 I can't help thinking he offered his apology with a ..... of irony.
A touch **B** spot **C** torrent **D** dash
10 Few, if ..... of the current team can stand comparison with the 1995 eleven.
A none **B** any **C** many **D** some
11 It was a stroke of luck that he had always been able to write with ..... hand.
A both **B** each **C** every **D** either
12 ..... can make a mistake; no one is perfect.
A Nobody **B** Someone **C** Anyone **D** Each

13 The full ..... of the damage done by the storm only became clear at daybreak.
A degree **B** amount **C** summary **D** extent

14 Thousands ..... to see the opening night of Simon's musical.
A trickled **B** flocked **C** thronged **D** swarmed

15 It is difficult to conceive of the vast ..... of energy required by top marathon runners.
A volumes **B** quantities **C** reserves **D** amounts

3 Finish each of the following sentences in such a way that it is **as similar as possible in meaning to the sentence before it.**

a All the people I have contact with disapprove of the changes.
None .....

b I don't blame you for being upset.
You had every .....

c There were hardly any tickets available for the Saturday matinee.
Practically all .....

d We expect everything to be all right at tomorrow's tournament.
Nothing .....

e Simply ask if you come up against any unforeseen problems.
All .....

f My brother and I are both too young to drive.
Neither .....

g Let's take full advantage of the boss' absence.
We ought to make .....

h Redundancy has caused a lot of domestic problems.
Many a ..... SCORE

4 Fill each of the numbered blanks with **one** suitable word.

The herring gull's ability to eat almost ..... (1), from fish to the young of its own kind, has made it one of the ..... (2) species in Britain to be actually thriving at this time. Its ..... (3) have multiplied in recent years because of the increasing ..... (4) of edible refuse which is a by-product of modern life; and it has extended its breeding range too. A surprisingly ..... (5) years ago the herring gull more often than ..... (6) remained close to the sea and nested on cliffs. Now many ..... (7) nest can be found on buildings in coastal ..... (8) and inland on bogs and lakes. In winter practically ..... (9) British fishing ports and harbours are home to the gulls while inland they either feed off farmland ..... (10) find ..... (11) of food on ..... (12) dumps, roosting at night on large reservoirs.

At breeding colonies, loud with wailing and yelping calls astonishing ..... (13) their intensity, one of the parent birds, ... (14) the male or female, stands guard against the ..... (15) herring gulls from the moment the eggs are laid. Otherwise there is every ..... (16) that ..... (17) of their chicks would get the opportunity to begin their four-year growth to full maturity. In courtship, the male and female stand beside one ..... (18); the male then turns and bows. Often, too, one – usually the male – will offer ..... (19) other a 'present' of seaweed, which they will ..... (20) subsequently proceed to devour. SCORE

TOTAL SCORE

Noun clauses

Entry test

1 Fill each of the numbered blanks with one suitable word.

It was, perhaps, only to be ..... (1) that the day of my exam was cold and wet. ..... (2) it should coincide with a bus drivers' strike was perhaps less predictable but the ..... (3) that the exam centre was on the other side of town made it inevitable ..... (4) I was going to be late. ..... (5) was only when I realised the taxi drivers were also on strike that I realised how late.

FOR *THAT*-CLAUSES, SEE SECTION 1.

2 Fill each of the numbered blanks with one suitable word.

Our television just died a few weeks ago. It's amazing ..... (1) a difference having no television makes to a family like ours. At first, we wondered ..... (2) we would spend our evenings without it and ..... (3) what form of entertainment we could now turn. It was initially a bit of a problem as we argued over ..... (4) to listen to the radio, play computer games or just go out. After we got used to it, however, things became easier and now we find we can't decide ..... (5) we want it back or not.

FOR *WH*-CLAUSES AND EXCLAMATIONS, SEE SECTION 2.

3 Fill each of the numbered blanks with one suitable word.

Don't listen to idle advice when it comes to business. ..... (1) set up your own business takes time and money and ..... (2) anyone ..... (3) claim otherwise is ridiculous. I was always grateful to ..... (4) been given the opportunity when I was young to establish my company from scratch and I really object to people ..... (5) that it is easy.

FOR *TO*-INFINITIVE AND *-ING* CLAUSES, SEE SECTION 3.

4 Fill each of the numbered blanks with one suitable word.

I became fascinated by motor-racing when I was ten and have ..... (1) so ever since. In my teens I had an uncle who was as gripped as I was and in ..... (2) days I used to go to races regularly. ..... (3) days I have few ..... (4) opportunities. I had hoped to get tickets to the Grand Prix here a couple of years ago but no ..... (5) luck: they'd sold out within minutes of going on sale.

FOR *THIS*, *THAT*, *THESE*, *THOSE*, *SUCH* AND *SO* TO REFER TO WORDS AND CLAUSES, SEE SECTION 4.

TOTAL SCORE

OVERVIEW

1 WHAT ARE NOUN CLAUSES?

Noun clauses (sometimes called 'nominal clauses') are groups of words within a sentence referring to a fact – they can sometimes be replaced by a noun. We can use pronouns like *it* and *that* to refer to these clauses:

*I know **that you didn't mean to do it** but I'm **afraid that's** not so obvious to everyone else.*
***To stop and think about things for a while** is something we all need to do, but **it** is something few of us have time for.*
*I understand **what you are saying** but I disagree **with it**.*
***Going shopping** is something I hate; I always try to avoid **it**.*
***How well we do** remains to be seen. **That** depends on you.*

- Noun clauses normally refer to abstractions (ideas, processes, events, facts) rather than to things or people. (Nominal relative clauses are an exception; see Unit 11, Section 3.)

2 TYPES OF NOUN CLAUSE

Noun clauses use these structures:

Type	Example
that-clauses	***That he is not the best choice** goes without saying.*
wh-clauses	*I'm not really sure **what he's talking about**.*
exclamation clauses	*I can't believe **how quickly he learned the language**.*
to-infinitive clauses	*I like **to get up early**.*
-ing clauses (gerunds)	***Driving too fast** is something most new drivers tend to do.*
nominal relative clauses	*That is exactly **what I've been trying to tell you all day**.*

3 POSITION

We use noun clauses in these positions in a sentence:

Position	Example
as subject of the sentence (see Section 1.4)	***Where we go next** depends on you.* ***To run as fast as that** takes a lot of training.*
as object of a verb	*He phoned me to ask **what we should do**.* *I love **showing people my home town**.*
after *be*	*The question is **who will take over when he retires**.* *My first job every morning is **getting the breakfast ready**.*
after some nouns	*His first excuse, **that he had been caught in traffic**, was untrue.* *I don't like his claim **that we have no freedom of choice**.*
after some adjectives	*I'd be very happy **to be of any assistance**.* *I'm very disappointed **that I didn't get any promotion this year**.*
after prepositions	*The traffic warden came over to **where I was parked**.*

watch out!

- Sometimes we can replace a noun clause with a noun or pronoun:
  *He phoned to ask **what we should do**.*
  *He phoned to ask **something**.*
- However, this isn't always possible, especially after adjectives:
  *I'm glad **to have met you**.*
- We can always refer back to a noun clause using *it* or *that*. If we can't, it's another type of clause:
  *I'd be very happy **to help. It** would give me great pleasure.* (= noun clause)
  *I'm very disappointed **that I didn't get a promotion. That** is why I'm resigning.* (= noun clause)
  *That's the man **to talk to about it**.*
  (= relative clause; see Unit 11, Section 2)
  *We need something **to open the bottle**.*
  (= purpose clause, see Unit 6, Section 2)
- Normally, we only use *wh*-clauses after a preposition:
  ✗ ~~*I'm so pleased about that you got the job.*~~
  ✓ *I'm so pleased **that** you got the job.*
  *I'm very pleased **about what you told me**.*

SECTION 1

That-clauses

1 FOLLOWING NOUNS

We commonly use *that*-clauses to talk about facts or beliefs:

*The idea **that we don't care** is simply untrue.*
*The fact **that he isn't here** shouldn't be too surprising.*

- Here are nouns commonly followed by *that*-clauses:
  danger evidence idea impression principle risk experience view sign fact disadvantage news opinion possibility tradition

2 FOLLOWING ADJECTIVES

That-clauses are common after certain adjectives:

*It's sad **that they couldn't stay longer.***

- We commonly begin these structures with *It*:
  *It was inevitable **that they should find out eventually.***
- Here are adjectives commonly followed by *that*-clauses:
  essential interesting likely sad inevitable true probable lucky important awful possible extraordinary

3 FOLLOWING REPORT VERBS AND NOUNS

That-clauses are also common after report verbs (see Unit 13, Section 2) and related nouns:

*He explained **that the company policy was about to change.***
*His explanation was **that the company policy was about to change.***

- After some report structures we use the subjunctive in the *that*-clause (see Unit 5, Section 1.1):
  *I suggested he **remove** all reference to alcohol in the article.*

4 *THAT*-CLAUSES AS SUBJECT OF THE SENTENCE

In formal English, we can use *that*-clauses as subjects (without a preceding noun):

***That we don't care** is simply untrue.*
***That he wasn't there** didn't come as a huge surprise.*

- It's more common to use the structure with *It...that...*:
  *It's simply untrue **that we don't care.***
  *It didn't come as a huge surprise **that he wasn't there.***

5 OMITTING *THAT*

When we use a *that*-clause as an object, for example after report verbs, we often omit *that*:

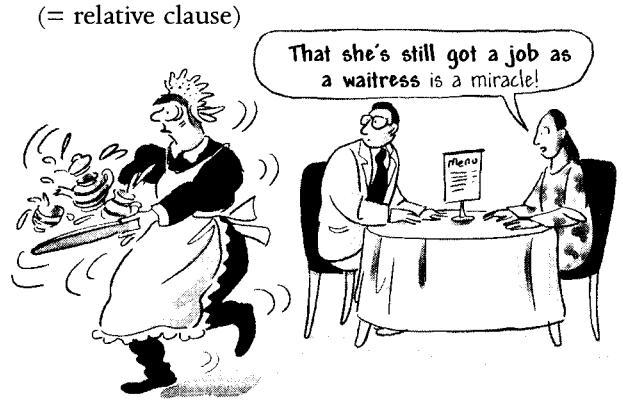
*He promised (**that**) he would come.*

- With subject clauses beginning with *It* (see above), we normally only omit *that* after the common phrase *It's a pity / shame...*:
  *It's a shame (**that**) you couldn't come to the party.*

6 RELATIVE CLAUSE OR NOUN CLAUSE?

After nouns, we use *that* to introduce both relative clauses and noun clauses. There are important differences:

- In the following example, the noun clause extends the meaning of the noun *promise* and tells us what it is. We can't replace *that* with *which*:
  *He made a promise **that he would return all the money.*** (= noun clause)
- In the following example, we don't know exactly what the promise was. In relative clauses we can usually replace *that* with *which* (see Unit 11, Overview):
  *He made a promise **that*** (or: ***which**) he **failed to keep.***
  (= relative clause)



? check

Underline the noun clauses in these sentences.

a The assumption that we'll do all the preparations annoys me.
b I'm convinced he didn't do it.
c They said it was a waste of time.
d It seems unlikely that they'll succeed the first time.
e That he is here at all is a miracle.

Practice

1 In some of these sentences, both the adjective and the noun are possible. In others only one will do. Cross out any options that cannot complete the sentence.

a It's *ridiculous / a ridicule* that he should be allowed to get away with it.
b It's *factual / a fact* that she put colleagues' backs up in nearly everything she did.
c It's *legal / a rule* that no-one under 18 should be involved in such social activities.
d It's *absurd / an absurdity* that men are permitted into such clubs and women are not.
e It's *comfortable / a comfort* that you are here in our time of need.
f It's *inconvenient / an inconvenience* that we have to go up three flights of stairs for a bath.

2 In each group below, cross out any sentences that are not correct.

1 a Paul gave the impression that he hates pop music.
b That he hates pop music is well known.
c He was talking about that he hates pop music.
d The thing is that he hates pop music.
e I'm certain that he hates pop music.
f He explained that he hates pop music.
g The thing that he hates is pop music.

2 a He explained that he had been held up.
b She excused that she was late.
c That he was late was really inexcusable.
d His excuse that he got lost was accepted.
e It wasn't that surprising that she was late.
f The fact of the matter was they were both late.
g The fact that neither was on time that was extremely annoying.

3 Rewrite each of the following sentences with *that*-clauses starting with the words given.

Example: It's a complete waste of time, I think.
I think *that it's a complete waste of time.*

a People have completely distorted views about the European Union. That is my experience.
It's .....
b We may get there in time. It's certainly possible.
It's .....
c New members have to buy the first round. It's an old tradition.
It's .....
d My brother completely forgot about my birthday, which upset me.
The fact .....
e William believes in ghosts, which I find ridiculous.
I find it .....
f The new government would make radical changes. That is what people believed.
It .....
g They are not going. That was their answer.
Their .....
h The company runs at a loss. That is the truth.
The truth .....

4 In the following passage, ten phrases have been taken out and listed below. Decide where they have been taken from and write the appropriate capital letter in the numbered gap.

A the fact that so many people
B or at least an absence of rain
C it's a pity
D that people have stopped caring
E that people have put up with it
F that action will be taken
G it's absurd
H that good weather
I the fact that this has not happened here
J here we are

I sit here shivering in July. This is the month that should see us prancing along beaches and complaining of the oppressive heat. And ..... (1), contemplating whether to turn the central heating on. No, that's not an option. Not in July. Yet we have suffered day after day of drizzle mixed in with occasional thunderstorms. It's amazing ..... (2). In any civilised country it would have led to demonstrations. People would have marched with posters demanding sunshine ..... (3). Is ..... (4) a testimony to our resigned attitude to the weather? Can it be true ..... (5) ? Surely not. And yet, ... (6) have been grinning and bearing it these past few weeks suggests it may be so. How can any nation sit back and accept the climate it is given year in, year out? We need motions passed ..... (7) be shared about more evenly. We need assurances ..... (8). ..... (9) that some people should go on ad nauseam about deforestation and global warming and things like that. ..... (10) those same people don't take our bitterly cold Julys more seriously. I can't stand another one like this.

SECTION 2

Wh-clauses

1 USES OF *WH*-CLAUSES

Wh-clauses are related to questions:
I don't know ***who is coming to the party.***
(= Who is coming to the party?)
Why she disappeared *remains a mystery.*
(= Why did she disappear?)

- We commonly use *wh*-clauses in reported questions. Note the word order:
  ✗ ~~*He asked me where had I been that morning.*~~
  ✓ *He asked* ***where I'd been that morning.***

2 PREPOSITIONS WITH *WH*-CLAUSES

We can use *wh*-clauses after prepositions:
They consulted us on ***who they should invite.***

- When the preposition belongs to the verb in the *wh*-clause, it usually comes at the end of the clause:
  He asked me ***where I got the coat from.***
- However, in very formal English it may come at the beginning:
  He asked me ***from where I got the coat.***

3 INFINITIVES WITH *WH*-CLAUSES

We often use *to*-infinitives with *wh*-clauses, especially when referring to possible courses of action:
I never know ***how to work out percentages.***
I was wondering ***what to do.***

- These clauses can often be rewritten with *should*:
  I never know ***how I should work out percentages.***
  I was wondering ***what I should do.***

4 *WHETHER* AND *IF*

We use *whether* and *if* when a yes / no question is implied:
Do you know ***whether / if there's a good film on tonight?***

- We commonly use *whether* rather than *if* when talking about a choice or alternative:
  Whether it's necessary to tell her everything about this *is debatable.* (= choice)
- *If* is common when the noun clause is the object of a verb:
  I don't know ***if there is anything we can do to help.***
- In other positions, we commonly use *whether*. We use *if* in informal spoken English:

Position	Example
as subject	***Whether*** *the extra work makes any difference remains to be seen.* ***If*** *we will do it again depends on the weather.* (= informal)
after *be*	*My worry is* ***whether*** *he's taken all the risks on board.* *The question is* ***if*** *we should risk it or not.* (= informal)
after a preposition	*We have to discriminate between* ***whether*** *they really need the money or are just being greedy.* (Not possible with *if*)
after nouns	*The decision,* ***whether*** *to wait another year before spending the money, will be taken at today's meeting.* (Not possible with *if*)
before a *to*-infinitive	*I can't decide* ***whether*** *to go or not.* (Not possible with *if*)
immediately before *or not*	*We have to decide whether or not we are going.* (Not possible with *if* unless *or not* comes later in the phrase: *We have to decide* ***if*** *we are going* ***or not.***)

5 EXCLAMATIONS

We also use *what* and *how* in exclamation clauses. These are similar in structure to *wh*-clauses:
It's amazing ***how fast children grow!***

- With singular nouns, *what* is followed by *a / an*:
  I told him ***what a great time we had.***
- With *how*, and with plural or uncountable nouns after *what*, it is sometimes difficult to decide whether the clause is an exclamation or an ordinary *wh*-clause. The context is the only clue:
  You'd never believe ***what problems I had.*** (= exclamation meaning 'You'd never believe what a lot of problems I had.' or: = *wh*-clause meaning 'You'd never believe what the problems were.')

? check

Tick (✓) the sentence with an exclamation clause.

a How to start a composition is often the most difficult thing.
b I'm not entirely certain which way to go next.
c It's surprising what a difficult question this is.
d The question of whether he is competent or not can only be answered tentatively.
e He was sure what we had done was to blame for the accident.

Practice

1 Fill each of the gaps in the following sentences with two suitable words.

a It's not a question of how big your camera is; it's .... do with it that counts.
b How soon they'll operate on you depends on .... your condition is.
c Annie was curious to know ..... of the shops in the centre I had bought my skirt ..... .
d I wouldn't know who .... to in an emergency like that.
e Sometimes I don't .... to express myself.
f The game will definitely go ahead .... is raining or not.
g Our cleaning lady told me about .... wonderful time she had had.
h .... like it or not, you'll never play properly unless you practise.

2 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: The editor wanted to know the earliest I could let him have the proofs back.
soon *The editor wanted to know how soon I could let him have the proofs back.*

a The landlord demanded to know the extent of the damage done at the previous night's party.
much
b The book-keeper asked for consideration to be given to the probable cost of such a venture.
how
c The board were unable to agree on the best person for the job.
who
d No one seems too sure as to the actual frequency of earthquakes in the area.
often
e The police need to establish the vehicle's precise speed at the moment of impact.
fast
f How heavy the package is obviously determines the postage required.
weight
g I wonder how Peter and Anne are related.
relationship
h Do you happen to know when trains leave from here to Edinburgh?
departure
i I'd be interested to find out how badly she wants the job.
strength

3 Rewrite the following as sentences starting with the words given.

Example: I've no idea of the way there, I'm afraid.
How *to get there I've no idea, I'm afraid.*

a He didn't even phone me at Christmas which made me really angry.
What .....
b We have a choice: either we can get it finished now or we can leave it until Monday.
We have to decide .....
c When does our flight leave? I'm a little unsure of the time.
I'm .....
d I've been wondering whether or not I should ask her.
I've been wondering if .....
e I don't mind going now: it's up to you.
When .....
f They accused me of something. I could only describe it as an appalling crime.
They accused me of .....
g He looked very well, which I was relieved to see.
I was relieved to see .....
h We might go there again or we might not. It's a good restaurant, nevertheless.
Whether .....

4 Complete each of the following sentences with a suitable word or phrase.

a What the verdict hinges ..... reliable the landlady's testimony is seen to be.
b Whether the imprisoned serial killer will ever ..... only the Justice Minister can answer.
c They put the girl's string of thefts ..... she had been treated badly at school.
d Why he suddenly threw ..... promising career in the police is anybody's guess.
e How ..... becoming overcrowded is obviously a consideration when judges are sentencing.
f What to ..... regular recidivists is clearly a problem.
g People are thinking constantly about how ..... punishment fit the crime.
h The state really has to decide once and for all what is to ..... with juvenile offenders.

SECTION 3

To-infinitive and -ing clauses

1 POSITIONS IN A SENTENCE

We can use *to*-infinitive clauses and *-ing* clauses in similar positions:

Position	Example
as subject or complement	***To achieve so much by the age of 25*** *is wonderful.* (= written / formal) ***It's wonderful to achieve so much by the age of 25.*** ***Achieving so much by the age of 25*** *is wonderful.* ***It's wonderful, achieving so much by the age of 25.***
as object	*I love* ***to listen to music in the evenings.*** *I love* ***listening to music in the evenings.***
after *be*	*My main ambition is* ***to become a surgeon.*** *My biggest nightmare is completely* ***forgetting to turn up for the exams.***
after nouns	*His plans* ***to travel during the Christmas holiday*** *fell apart.* *There could be a problem* ***finding a suitable hotel.***
after adjectives	*I was very sorry* ***to have to tell her about the accident.*** *The children were all happy* ***playing in the garden.***
after prepositions	(Not possible with *to*-infinitive clauses) *I really object to* ***driving on busy holiday weekends.***

2 DIFFERENCES BETWEEN *-ING* AND *TO-*INFINITIVE

Many people have tried to establish differences in meaning between *to*-infinitive and *-ing* clauses, e.g:

- that we use *to*-infinitive clauses to refer to possibilities, ideas and aims:
  To set up business in China *was his long-term aim.* (= his idea)
- that we use *-ing* clauses to refer more to facts and things that have already happened:
  Setting up this business *was really hard work.* (= fulfilled aim)
- However, there are so many exceptions that such distinctions are often not helpful:
  I'm glad ***to have finished that.*** (= fulfilled aim)
  Every night I dream about ***winning the Lottery.*** (= an idea)

3 ADDING A SUBJECT TO *TO*-INFINITIVE CLAUSES

When there is a subject in a *to*-infinitive clause, we normally add *for*:

For him to complain about being overworked *is ridiculous.*

- We also use *for* after some adjectives, such as *easy, keen, desperate*:
  He's very keen ***for us to go and visit him in Canada.***

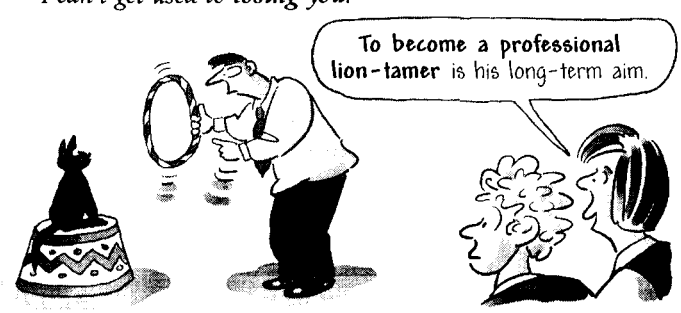
4 ADDING A SUBJECT TO *-ING* CLAUSES

When there is a subject in an *-ing* clause, the pronoun is either possessive or objective. Possessives are more formal:

I really object to ***his making so much noise.***
I really object to ***him making so much noise.***

5 COMMON PHRASES

To err is human; ***to forgive,*** *divine.*
To be or not to be, *that is the question.*
To travel *hopefully is better than to arrive.*
It is better ***to have loved and lost than never to have loved at all.***
I can't get used to ***losing you.***



? check

Cross out the sentence that does not contain a *to*-infinitive clause or an *-ing* clause.

a I dislike having to wake up early.
b Being a politician is very demanding.
c Your suggestion to donate the proceeds to charity is an excellent one.
d Laughing and joking, they walked out of the building together.
e I'm sorry to tell you that your application was not successful.

Practice

1 Change the verb in brackets to a *to*-infinitive or *-ing* form as appropriate. Add any other preposition that is needed.

a Have you ever considered (**move**) to York; it is considered (**be**) one of the nicest cities in England.
b I like (**leave**) home before 8.15 in the morning. I don't like (**sit**) in traffic when I know I could be doing something useful at work.
c We were meant (**leave**) at seven but that would have meant (**get**) up at 5.30.
d I'm rather afraid (**bring**) the subject up with her because I'm afraid (**upset**) her.
e As you're so keen (**follow**) fashions, you'll probably be keen (**visit**) this exhibition.
f I regret (**inform**) you that I already regret (**enrol**) for this course.
g Fortunately I remembered (**bolt**) the door, but to be honest, I don't remember (**do**) so.
h She stopped (**shout**) for a moment and he decided (**have**) a cigarette.
i My intention was (**stay**) single; I really had no intention (**get**) married.
j This guitar needs (**tune**) and you also need (**do**) something about your piano.

2 Rewrite each of the following as one sentence with a *to*-infinitive clause or *-ing* noun clause starting with the words given.

Example: I wish he wouldn't put that music on when I'm trying to sleep.
I object *to his putting that music on when I'm trying to sleep.*

a I understood the plot. It wasn't a problem for me.
Understanding .....
b The kidnapper said that he would shoot the hostages if food wasn't sent.
The kidnapper threatened .....
c It's not often that I get the chance of going to the USA.
The opportunity .....
d Seeing you again after all this time is wonderful.
It's .....
e The audience couldn't understand everything she said because the subject was so difficult.
For the audience .....
f I think it's brilliant that you've got such a good job.
I think your .....

3 At the end of all these openings, add a form of *come / coming / for coming*, etc. *to England*. Write out the sentences in full using the opening given.

Example: At first I was reluctant *to come to England.*

a I had no desire...
b In fact I was dead set against...
c But my parents wanted me...
d Of course my boyfriend wouldn't let me...
e But then my boss insisted on me...
f I wasn't too keen...
g But he made me...
h Anyway, I began to have second thoughts about...
i And finally I came round to the idea of...
j And I must say I don't regret...

4 Fill each of the gaps with a suitable word from the list. Some, but not all, of the words are given.

regret delight sue broadening entitles managed pride resented objected protest subjected

Dear John,
It is with great ..... (1) that I have to herewith give you notice that I ..... (2) to leave the organisation at the end of next month.
I would like to say that it has been a ..... (3) working for you and I have ..... (4) being part of the team. I know we have had our ups and downs and at times I must confess I ..... (5) being called a liar and being ..... (6) to apologise for mistakes I had not made. However, overall, the experience has been good for me and I have taken great ..... (7) in ..... (8) that experience in many ways. As you know, I have never ..... (9) to being made the scapegoat whenever one was needed and I think you will ..... (10) that I have ..... (11) to keep up a brave face even when I was being ..... (12) of all kinds of heinous crimes. I have taken great ..... (13) in doing my work well, despite your ..... (14) that I was as much good as a fart in a colander. But I know for me to ..... (15) about your treatment is pointless.
..... (16) the boss of such a department gives you the right to be aggressive, boorish and ill-mannered. It allows you to treat your employees as if they did not exist. Whether it ..... (17) you to call me an incompetent twit only the courts will decide.
My ..... (18) now are to have a holiday and then to look for a position in which I will not be ..... (19) to continual abuse and bullying. My next step will be to ..... (20) you for constructive dismissal.
Thank you for giving me three wonderful years of employment.

SECTION 4

Reference: ***this, that, these, those; such; so***

1 *THIS / THESE* v. *THAT / THOSE*: TIME AND DISTANCE

We use *this* and *these* as both pronouns and determiners, to refer to things that are closer in time or distance. We use *that* and *those* for more distant things:

In those *days people only had radios whereas* ***these*** *days, everybody watches television.*

- The word we use may depend on how close or distant we 'feel' to the thing we are talking about:
  'What do you think of ***these*** *new digital televisions?'*
  'Oh ***those*** *are a waste of money.'*

2 *THIS, THAT, THESE*: REFERRING BACK

We use *this* and *that* to refer back to previously stated ideas. In writing, *this* is more common than *that*. We use *this* when we want to say more about the subject:

Television was invented by Baird. ***This*** *is news to most people who assume that television just invented itself.*

- However *that's why* is more common than *this is why*:
  I hate television. ***That's why*** *I haven't got one.*
- If a preceding paragraph contains several points, we can use *this* as a pronoun rather than *these* to summarise the general idea of the paragraph:
  In the 1950s and 60s, watching television had a sense of occasion. The whole family would gather round the black and white set, waiting for it to warm up. There were no remote controls, and only one or two channels. ***This*** *has all changed now.*
- We use *these* more often as a determiner:
  All ***these*** *shortcomings have now become history.*

3 *SUCH*

We can use *such* before a noun to refer back to a fact, activity or concept, meaning 'like this / that'. With singular nouns, *such* is followed by *a / an*:

Computers may eventually replace television, though ***such a*** *move seems a long way off.*

- We can modify *such* with *few / all / many* or a number:
  People are predicting about the future of technology. ***Few such*** *predictions become reality.*

4 *SO* AND *NOT* AS PRONOUNS

We can use *so* to replace adjectives or noun phrases after a link verb in common combinations, e.g. *become so, remain so*:

I was ***very happy*** *but my wife was rather* ***less so.***
He was ***an enormous influence on me*** *as a student and* ***remained so*** *in later life.*

- We use *do so* to replace a verb and its object or complement:
  'Could you ***write up a report*** *on the visit for me?' 'I've already* ***done so.'***
- *So* and *not* can replace a *that*-clause, especially after *be* and the following report verbs:
  appear seem believe expect hope imagine think suppose guess reckon
  'I hope ***that you have a nice journey.'*** *'****I hope so*** *too.'*
  *'Have you got the flowers?' 'I****'m afraid not.'***
- We say *I don't expect so, I don't think so* rather than *I expect not, I think not*. We use *I hope not* and can't say *I don't hope so*.
- We can use some transitive verbs without *so* or an object in responses:
  I know. I understand.
- We can use *so* at the beginning of a phrase in these types of sentence:
  'He's late again.' ***'So it appears.'*** or: ***So it would appear.***
  We were convinced we would win and ***so it turned out.*** *'They're here.'* ***'So they are!'***

5 COMMON PHRASES

That's that. *We've finished.* *'What have you been doing?'* *'Oh,* ***this and that.'*** ***That's it!*** *I quit!*
'Did you get a pay rise?' ***'No such luck.'***
Sea levels are rising, or ***so they say.***
If you insist on doing it your way, ***so be it.***

? check

Underline the most likely alternative.

a I don't like game shows. *These / Such* programmes I find an insult to the intelligence.
b She didn't even say 'thank you'. *That / This* is the last time I do her any favours.
c She told lies about me to the neighbours and she even tried to steal my tools. *These are / That is* why I refuse to speak to her.
d They were asked to sign a declaration condemning the authorities but many refused to do *such / so*.
e It must be very difficult to become a ballet dancer, or at any rate *this / so* I imagine.

Practice

1 Complete each of the sentences with *so, such, that, this, these* or *those*.

Example: You were told to wear a tie. Why didn't you do *so* ?

a I'm always out when my favourite TV programme is on. .....'s why I bought a VCR.
b Different channels seem to have different weather forecasts. How can ..... things happen?
c Channel 4 is supposed to be for people who like documentaries while Channel 3 is for ..... who enjoy soap operas.
d Cheap programmes, amateur production values, unimaginative programming: ..... are just some of the reasons for the channel's failure.
e Videotape is a thing of the past – or ..... they say.
f Commercial television needs to satisfy the advertisers with its programming. State television has no ..... obligation.
g Satellite and cable have led to a massive increase in the number of channels. Many would say that ..... has also led to a reduction in quality.
h 'It looks like digital television will be taking over.' 'It certainly seems ..... .'

2 Match the five sentences (1–5), with the most appropriate response (a–e).

1 Will it be all right to borrow his paper?
2 Thanks for putting me up at such short notice.
3 Would they dare to put us on a three-day working week?
4 They're finally going to get married then.
5 Sorry, they've decided to give the job to Anna and not you.

a That's all right.
b I should think so.
c That's that, then.
d I sincerely hope not.
e So it seems.

3 Match the five sentences (1–5), with the most appropriate response (a–e).

1 I've been here getting on for a year now.
2 You've got a stain on your sleeve.
3 Could you lend me your bike this afternoon?
4 So you didn't win the lottery then?
5 He can't have left the office, yet, can he?

a Only too happy to.
b So have I.
c So I have.
d I wouldn't have thought so.
e No such luck.

4 Fill each of the numbered gaps with one of the words listed. More than one word may fit.

this that these those so such as

The events that have rocked Europe in the past fifty years and had a profound effect on ..... (1) who witnessed them have to a certain extent passed me by. ..... (2) a statement by a fifty-year-old man may seem rather silly but ..... (3) it seems to me. I was too young to appreciate what was happening in Hungary in 1956. In ..... (4) days we had no television at home and I was too young to read newspapers. ..... (5) was an event I discovered through history books rather than the media. Prague in 1968 found me on a remote island with no TV; ..... (6) is why the tanks in the square I only really remember from black and white front-page photos. Even ..... (7) memories have faded to sepia, as it were. Then there was Gdansk and the shipyards. Again at ..... (8) time I was living without the benefit of moving pictures and gained a rather vague impression of events from the radio. Many other ..... (9) landmark events have not left me with clear animated images. I never really 'saw' the momentous Berlin Wall destruction in 1989. ..... (10) with the other occasions, ... (11) was one that I experienced through words rather than pictures, even more ..... (12) than Czechoslovakia '68. The effect was ..... (13) of reading a novel as opposed to watching a play and, despite my now having seen some news footage, has remained ..... (14) to ..... (15) day. All ..... (16) events have entered my subconscious, ... (17) have countless others, but they have done ..... (18) with my own subjective impressions of them and in ..... (19) day and age, when truth and objective reality are so important, I'm not sure that I really like ..... (20).

Unit ten

Vocabulary

SECTION 5

Nouns from phrasal verbs

1 PARTICLE FIRST OR SECOND?

Nouns derived from phrasal verbs sometimes have the particle or preposition as the first part of the word, sometimes the second. The stress is on the first syllable whichever form the word takes. When the particle comes second, there is often a hyphen before it unless the compound is extremely common. Here are some examples

overspill ***underpass*** ***intake*** ***output*** ***outbreak*** ***upturn*** ***breakdown***
break-up ***phone-in*** ***pay-out*** ***setback*** ***cut-off***

- Some phrasal verbs allow both types of noun:
  overspill ***spill-over*** ***breakout*** ***outbreak*** ***offcut*** ***cut-off***

2 TRANSITIVE OR INTRANSITIVE?

Nouns can be derived from transitive and intransitive phrasal verbs:

intake ***outgoings*** ***output*** ***lock-out*** ***bystander*** ***fry-up*** ***knockout*** ***breakout*** ***onlooker*** ***input*** ***takeover*** ***takeaway*** ***lift-off*** ***income*** ***walk-out*** ***freeze-up*** ***backwash*** ***print-out***

1 **Write down the nouns from 2 above that derive from intransitive verbs.**

3 DIFFERENCES BETWEEN NOUN AND PHRASAL VERB

The noun may not have all the meanings of the corresponding phrasal verb e.g. there is no noun deriving from the verb *work out* meaning 'calculation' – *I tried to work out how much I needed to live on each month* – but there is a noun, *workout*, from the verb *work out* meaning 'exercise':

He ***works out*** *most mornings.*
He had ***a*** *gentle* ***workout*** *in the gym.*

- The noun derived from a phrasal verb can have more than one meaning:
  He did a hilarious ***take-off*** *of the boss's wife.* (= impersonation) *Flight LH496 is ready for* ***take-off.*** (= act of a plane leaving the ground)
- Sometimes there is a difference in meaning or use between the phrasal verb and the noun:
  Look out! *There's a bus coming.* *The* ***outlook*** *is bleak.*
  He ***checked out*** *of his hotel at dawn.* *There are 36* ***check-outs*** *in our supermarket.*
- Often the verb is less common than the noun, and may have almost disappeared from current use. Here are some examples:
  feedback ***backlash*** ***outcome*** ***outcry*** ***drawback*** ***offspring***
- On the other hand, many common phrasal verbs don't have a corresponding noun. We use another noun:
  Money suddenly started ***flowing in.*** *There was* ***a*** *sudden* ***influx*** *of money.*
  Ring *me* ***up*** *later.* *Give me* ***a ring*** *later.*

4 OTHER POINTS

- We can use the *-ing* form of some phrasal verbs to produce a noun. Here are some examples:
  setting-up ***opening-up*** ***closing down*** ***sending-out*** ***dressing-down***
- The particle *up*, usually as the second part, is very popular in recent colloquialisms:
  hang-up ***send-up*** ***fry-up*** ***shake-up*** ***cover-up*** ***wind-up***
- Some phrasal verbs have forms that we use as adjectives:
  a ***stand-up*** *comedian* *a* ***put-up*** *job*
  a ***get-out*** *clause* ***give-away*** *prices* ***throwaway*** *lines*
- There are only a few three-word noun phrases deriving from phrasal verbs:
  a ***put-you-up*** ***hand-me-downs*** *a* ***pick-me-up***

Practice

1 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

a Let's hope so-called mad cow disease doesn't break out again.
another

b Scientists immediately recognised the problem.
outset

c As soon as the disease is contracted, the symptoms become apparent.
onset

d It's rare for public dissatisfaction to be expressed in this way.
outcry

e Many still think the government was guilty of covering up the facts.
a cover-up

f Someone wrote favourably in *The Times* about the latest government statement.
write-up

2 Match the following nouns (1–10) with the newspaper headlines (a–j). You may need to make some nouns plural.

1 *output*	4 *lift-off*	7 *rip-off*	9 *breakout*
2 *outcome*	5 *outcry*	8 *pile-up*	10 *setting-up*
3 *takeover*	6 *break-up*		

a **2 OUT OF 3 MARRIAGE ..... TO DO WITH MONEY**

b **Another motorway ..... – 20 vehicles involved**

c ..... *UP BY 30% – BOOM TIME AT CAR PLANT*

d 'IT'S A .....' SAYS HOUSEWIFE MAGGIE AS SERVICE COSTS ROCKET

e MASS ..... FROM CALIFORNIAN PRISONS

f *Shuttle ..... on schedule*

g PUBLIC ..... AS 'LIFERS' ARE RELEASED

h ..... **of negotiations still in doubt**

i GOVERNMENT PROMISES ..... OF ASSEMBLIES IN MORE REGIONS

j *Many ..... held up by Monopolies Commission*

3 Underline the option that best completes each sentence.

1 Unless she makes a dramatic recovery, her ..... will have to play the part.
a onlooker **b** outcast **c** stand-in

2 There was a sudden ..... and we ran for cover.
a downpour **b** fallout **c** outburst

3 She gave her young son a real ..... .
a telling-off **b** shoot-out **c** offspring

4 There has been a welcome ..... of peace in Europe.
a outbreak **b** outcry **c** breakout

5 The President's ultimate ..... was due to his excessive arrogance.
a turnout **b** downfall **c** output

6 Some might say the telegraph was, indirectly, the original ..... to the Internet and beyond.
a breakout **b** breakdown **c** breakthrough

7 I don't mind wearing my big brother's ..... .
a pick-me-ups **b** turn-ups **c** hand-me-downs

8 How do you account for the manager's fiery ..... yesterday afternoon?
a output **b** outburst **c** outcry

9 Management are threatening a ..... on punctuality and dress code.
a backlash **b** whip-round **c** crackdown

4 Rewrite each sentence using the two words printed below it.

a When do you think what we spend will stop exceeding what we earn?
outgoings / income

b Out-of-town supermarkets are opening up just as many high street shops are closing down.
opening-up / coinciding

c The collapse of those markets has seriously damaged our prospects.
represents / setback

d Who was responsible for keeping the house in order?
responsibility / upkeep

e All of us agree that the world's economy will recover.
We / upturn

f The role they gave him didn't involve any lines.
given / walk-on

g The fact that talks broke down so early indicates they're about to wind up the business.
breakdown / imminent

h This will lead in quite nicely to the next section.
provide / lead-in

SECTION 6

Lack, shortage and excess

Read these two texts.

The haves

*In Santa Maxima people were **well-to-do, well-off** and **well-heeled**. They ate and drank **to their hearts' content** and often **to excess**. They had **plenty of** delicacies to eat and **ample** fine wine to drink. There was **an abundance** of natural resources in the country and manifold crops were **plentiful**. Most people **wanted for nothing**: they had **mountains of** food, **stacks of** money, **heaps of** stocks and shares and **piles and piles of** bonds and other assets.*

The have nots

*In San Minimo there was **abject poverty**. There were **insufficient crops and an acute shortage of** drinking water. **Inadequate** sanitation meant that standards of hygiene **fell well below** an acceptable norm. Rice was **scarce** and many were suffering from **severe vitamin deficiency**. What food they got was **lacking in** protein and **low in** nutritional value.*

We can use a wide range of vocabulary to express lack, need, sufficiency and excess:

- verbs and verbal phrases:
  to need to require to be in need of
  (could) do with (could) do without to lack
  to stuff yourself to overdo it to be crying out for
  to satisfy a need
- adjective + noun collocations:
  in desperate need of a plentiful supply
  in abject poverty an acute shortage
  untold wealth / luxury dire need
  untapped resources easy money
  conspicuous consumption
- adverb + adjective collocations:
  severely lacking in desperately short of
  barely adequate fabulously wealthy
  desperately poor filthy rich
- adverb + verb collocations:
  badly need urgently require obviously lack
  want something desperately
- idiomatic phrases:
  well-heeled down-at-heel down and out
  on the bread-line more than enough
  to run short of be strapped for cash
  to stuff yourself silly

Practice

1 The stories of Santa Maxima and San Minimo continue below. Fill each of the numbered blanks with one of the words given.

1 *wine hard-up untold full butter need overweight fleets brimming surfeit fraction surplus excessive unimaginable overdid*

In Santa Maxima no one knew what it meant to be ..... (1) . Santa Maximans were ..... (2) of optimism and ..... (3) over with confidence. When they hit the big time, their wealth became ..... (4) and they lived in a ..... (5) of luxury and – often – with a ..... (6) of fat. ..... (7) and over-indulgent, with ..... (8) riches and ..... (9) wealth, they ..... (10) everything, with their ..... (11) of cars, their ..... (12) mountains, ... (13) lakes and over-consumption, desperately in ..... (14) of a modicum of self-control to consume a ..... (15) of what was theirs to use. That was how life was in Santa Maxima before the revolution.

2 *dire lack utter hardship short scraps non-existent empty drop devoid basic bereft scarcity clear lacking*

..... (1) of medical supplies, San Minimo was in ..... (2) need of help and there was a ..... (3) need for urgent action. There was a serious ..... (4) of any kind of expertise and their educational system was virtually ..... (5). With the ..... (6) of food and ..... (7) commodities, babies were being born ..... (8) of all hope and ..... (9) in fundamental human rights. Whenever war broke out, they suffered even greater ..... (10). After each war, when the country needed completely restructuring, the government was ..... (11) of ideas. Survivors survived on ..... (12) of food, hardly a ..... (13) of water and just crumbs of hope from aid agencies. They existed in ..... (14) degradation, under-nourished, underfed, running on ..... (15), with more than enough dreams for the whole world. That was how life was in San Minimo before the revolution.

2 Rewrite each sentence using the two words below it.

a We need somebody like you to help us.
in / assistance

b He may be inexperienced but he makes up for it by being enthusiastic.
what / lacks

c The pay increase didn't come up to our expectations.
short / hoped

d The company's profits have nearly doubled.
up / 100%

e We don't have to do anything about payment yet.
need / done

f The fact that they have so few vitamins in their diet is their biggest problem.
vitamin / heart

g 'I guarantee you'll have everything you want,' the old man said to her.
want / nothing

h There don't seem to be many talented athletes around at the moment.
suffering / paucity

Well-heeled

down-at-heel

3 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

a I believe that footballers are grossly overpaid.
much

b At the moment there are sufficient restaurants in this area.
short

c There's an acute shortage of vegetable crops in the north of the country.
desperately

d A few communities in the south are severely malnourished.
enough

e She was allowed everything she wanted as a child.
nothing

f We can't go on much longer without a stable government.
urgent

g What we really need is someone with first-hand experience.
could

h They kept on playing on the computer for as long as they wanted to.
content

i Better education is something the country simply can't do without.
crying

j There was a mountain of food on each plate.
piled

4 Fill each of the gaps with a suitable word or phrase.

a We hoped to be better-off after the budget but in fact ..... ever.

b It was clear from their demeanour that they ..... help.

c This ugly old tree needs ..... back a bit.

d Don't you think there's a clear ..... the company to be restructured?

e Nobody nowadays ..... on £30 a week, can they?

f How anyone on such a high salary ..... so down-at-heel is beyond me.

g She has self-confidence ..... abundance.

h Until pay-day I've hardly ..... on.

Exam practice 10

1 Fill each of the numbered blanks with **one** suitable word.

Some people have a touching faith in the intelligence and sensitivity of dolphins. A long scientific study has recently reported ..... (1) they are ..... (2) highly intelligent that, given the chance, they would spend their time reading The London Review of Books and listening to Wagner. As far as I am concerned, the height of dolphinkind's achievements are in a dolphinarium, where they learn ..... (3) to jump out of a pool to snatch a fish from a blonde in a wet suit. I completely ..... (4) to understand ..... (5), armed with ..... (6) slender evidence, people can make their extraordinary claims for the swimming mammal's superior brain power. Dogs, after all, can be trained in much the same way but ..... (7) anyone to ..... (8) similar claims of massive I.Q. for a dog ..... (9) a stick would be clearly ridiculous. If dolphins are ..... (10) clever, how come they keep ..... (11) caught in those tuna nets? I can't understand ..... (12) they don't swim the other way. Have they got highly developed communication skills or haven't they? ..... (13) dolphins are playful is indisputable, as is the ..... (14) that ..... (15) them to do tricks is relatively easy. The purely coincidental fact ..... (16) their mouth structure makes them look to humans ..... (17) in normal critical awareness as if they are smiling and thoroughly enjoying themselves is not, however a ..... (18) of intelligence. During the Cold War, the US Navy trained dolphins to ..... (19) out highly dangerous mine-clearing work. If anything, ... (20) strikes me as conclusive proof of lack of intelligence.

SCORE

2 Fill each of the gaps with a suitable word or phrase.

EXAMPLE: It's incredible *that anyone should* want to live in an industrial area.

a What our decision depends ..... the final cost is likely to be.
b How ..... her down after such a good interview, I'll never know.
c Why she ..... aback by our decision I don't understand.
d That the police lied I ..... believe.
e The ..... been lying to us all along means we should never trust him again.
f Whether ..... or not, you have to practise if you want to be any good.
g My mother eventually came round ..... that it would be better to move in with us.
h I've never had any particular ..... visit the USA.
i Realising just ..... people in the world are close to the poverty line is a shock.
j That shop in the High Street has closed down, or ..... appear.

SCORE

3 Finish each sentence in such a way that it is as similar as possible in meaning to the sentence printed before it.

EXAMPLE: The landlord said he would evict us if we didn't pay the rent.
The landlord threatened *to evict us if we didn't pay the rent.*

a You shouldn't complain about the service here: it's not worth it.
It would be absurd for .....
b Her financial problems only became clear later.
That .....
c His belief in ghosts is a bit of a mystery to me.
I find it .....
d My brother's refusal to even discuss the issue really annoys me.
What .....
e Kingsley learned Russian in six weeks, which wasn't bad going for him.
To have .....

SCORE

4 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

EXAMPLE: Why didn't the Principal publish the exam results in the normal way?
purpose
What was the Principal's purpose in not publishing the exam results in the normal way?

a We need to think about how old the house is when making our decision.
account .....

b If that's the way it has to be, then we have to accept it.
so .....

c This factory needs to produce more if it is to survive.
output .....

d We are currently spending far more than we earn.
outgoings .....

e The public were up in arms over the proposed change to privacy laws.
outcry .....

SCORE

5 Complete each sentence with the most suitable word or phrase.

1 I seem to be ..... in energy this morning.
A bereft **B** short **C** lack **D** low

2 Managers claim we are in desperate ..... of greater investment in our industries.
A requirement **B** excess **C** need **D** lack

3 This neighbourhood looks a little ..... and tatty these days.
A well-heeled **B** well-off **C** run down **D** down and out

4 The builders told us that that pile of cement was ..... to their requirements.
A excess **B** extra **C** surplus **D** spare

5 The discovery of oil brought ..... wealth to the country.
A untold **B** unsaid **C** uncalculated **D** unannounced

6 Born into a rich family, he has ..... for nothing all his life.
A needed **B** required **C** lacked **D** wanted

7 This area is absolutely ..... for more investment.
A crying out **B** breaking down **C** better off **D** cutting back

8 The sudden ..... in viewing figures encouraged more advertisers to turn to television.
A upshot **B** upturn **C** upkeep **D** uptake

9 I'm afraid my youngest son has never been particularly quick on the ..... .
A upshot **B** upturn **C** upkeep **D** uptake

10 That was a bit of a ..... for the books: I never expected him to show up.
A turn-up **B** turn-out **C** turn-in **D** turn-away

SCORE

TOTAL SCORE

Progress test 2 (testing contents of Units 1–10)

1 Fill each of the numbered blanks in the passage with **one** suitable word.

We have all seen ..... (1) documentary or other on a ..... (2) of elephants and cannot fail to have been struck by the uniqueness of the beast. ..... (3) it uses its trunk to pull up a ..... (4) of grass to eat may not seem that remarkable but ..... (5) is often not recognised is just how versatile this appendage is. It employs ..... (6) and every one of the sixty thousand muscles in its two metre length to perform ..... (7) delicate tasks as removing thorns or gripping a thin stick ..... (8) firmly, without breaking it, ... (9) only another elephant can pull it away. It also serves ..... (10) a snorkel as its owner swims for miles ..... (11) a submarine. ..... (12) only does it do service as a food provider, though that it does ..... (13) is one of its most important functions; it also acts as a kind of sense antenna ..... (14) that pythons lurking nearby are readily detected. Extraordinary ..... (15) it may seem, the trunk also acts as a major means of communication, purring with pleasure, roaring to ..... (16) anger and trumpeting in ..... (17) to draw attention to its owner's plight. It is truly amazing ..... (18) sensitive this trunk is and to ..... (19) purposes the elephant puts it. It is ..... (20) only living animal that possesses such an extraordinary organ.

SCORE _____

2 Finish each of the following sentences in such a way that it **is as similar as possible to the sentences printed before it**.

EXAMPLE: Here's my mobile phone number so that you can contact me if you need to.
In case *you need to contact me, here's my mobile phone number.*

(a) The inhabitants were far worse-off twenty years ago than they are now.
The inhabitants are nowhere .....

(b) The chairman's leaving just before you're due to arrive.
By the .....

(c) It was difficult to understand her colleagues' open hostility towards her proposal.
That her colleagues .....

(d) The club owner became a media celebrity, as well as extremely rich.
Not only .....

(e) If we delay too long, we are unlikely to clinch the deal.
The longer .....

(f) You just can't compare the quality of her work with his.
There's no .....

(g) We'll let you know as soon as we have received the information.
The .....

(h) This lead should not be disconnected except in cases of emergency.
Only .....

SCORE _____

3 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: His excuse that he *had been held* up in traffic just didn't hold water.

(a) We are friends and I hope ..... so for a very long time.
(b) She didn't tell the librarian she had lost the book for ..... to pay for it.
(c) He was so charming, I just had to tell him what a ..... to meet him.
(d) Considering ..... been through, he is still remarkably sane.
(e) I turned the stereo down so ..... able to concentrate on the work in hand.
(f) What no one beforehand could possibly ..... the degree of public condemnation of the scheme.

SCORE

4 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

EXAMPLE: His incompetence caused us to lose the account.
due
We lost the account due to his incompetence.

(a) I thought he might have forgotten our appointment so I faxed him.
case
.....

(b) The intentions of the last government were far clearer than the present one's.
like
.....

(c) I have no idea how to respond to their letter.
loss
.....

(d) A lot of people have said that the leadership is too inexperienced.
often
.....

(e) We will of course take into account her comparative youth.
allowances
.....

(f) He was driving so fast that there was no way he was going to stop.
such
.....

(g) Ironically, the new model is nowhere near as reliable as the old one.
superior
.....

(h) I still see my old college friends occasionally.
while
.....

SCORE

5 Choose the word or phrase which best completes each sentence. Circle the letter **A**, **B**, **C** or **D** for each sentence (1–25). Give **one answer only** to each question.

1 I'm not at all put out by their decision. ..... , I welcome it.
A All the same **B** On the contrary **C** In contrast **D** On the other hand

2 This is ..... less satisfactory than the previous offer.
A fairly **B** far **C** absolutely **D** somewhat

3 Wouldn't you agree that there is ..... excuse for what he did?
A any **B** some **C** the **D** much

4 I think sooner or later I'm going to have to put my foot ..... .
A down **B** up **C** through **D** off

5 The company's ..... has exceeded £1,000,000 for the first time.
A output **B** outgoing **C** input **D** turnover

6 Most of the candidates suffer from a(n) ..... of experience.
A shortage **B** lack **C** absence **D** outgoing

7 Delinquency often results ..... something that happened in the youth's childhood.
A in **B** to **C** of **D** from

8 I don't believe there's a ..... of evidence that could be held against him.
A shred **B** grain **C** drop **D** strain

9 These people are in ..... need of help, I can tell you.
A short **B** big **C** dire **D** full

10 We must be careful not to put the cart before the ..... .
A bull **B** horse **C** pony **D** cabbage

11 There's a ..... of stars below the Pole Star that has always fascinated me.
A set **B** cluster **C** crowd **D** gathering

12 I think we should adopt her final words as our ..... light.
A guiding **B** leading **C** flashing **D** gleaming

13 As ..... expenses, we'll be happy to compensate you up to a maximum of £100.
A concerning **B** regarding **C** regard **D** regards

14 We are desperately ..... of really experienced staff.
A lacking **B** short **C** needy **D** light

15 Rows and silences are ..... and parcel of any marriage.
A package **B** stamps **C** part **D** packet

16 She clearly joined the firm with a(n) ..... to improving herself professionally.
A view **B** aim **C** plan **D** ambition

17 It's inevitable that there will be ..... in the workforce over the coming months.
A takeovers **B** cutbacks **C** letouts **D** offcuts

18 Everyone is entitled to a ticket, ... of where they come from.
A irrelevant **B** prerequisite **C** irrespective **D** incidental

19 This latest ..... of meningitis eclipses any over the past few years.
A breakout **B** outburst **C** offset **D** outbreak

20 I will only agree to help on my own ..... .
A means **B** odds **C** demands **D** terms

21 The 5% wage increases they propose are ..... .
A all for one **B** by and large **C** top to bottom **D** across the board

22 There were a ..... few people rather disappointed with the result.
A great **B** quite **C** good **D** fairly

23 Money appears temporarily to be in plentiful ..... .
A supply **B** excess **C** quantity **D** amount

24 They quite simply dug their ..... in and refused to budge.
A feet **B** toes **C** heels **D** forks

25 I do hope this will ..... as a useful reminder.
A play **B** perform **C** act **D** behave

SCORE _____

TOTAL SCORE _____

Unit eleven

Relative clauses

Entry test

1 Fill each of the blanks with one suitable word.

When I was at school, maths was a subject which I could simply never get on ..... (1). This dislike, the ..... (2) of which was that I failed most exams in the subject, was a standing joke amongst my friends, ... (3) of whom had the slightest problem with the most abstruse calculations. ..... (4) who did find themselves struggling tended to all sit together at the back of the class, which is ..... (5) we gained the nickname of 'The back-row innumerates'. Nothing ..... (6) any teacher could do seemed to help and little ..... (7) they said stayed between my ears. I left school at 16, ... (8) when I have become a very successful accountant.

SCORE _____

FOR WORDS USED WITH RELATIVE PRONOUNS, SEE SECTION 1.

2 Fill each of the blanks with one suitable word.

My uncle nearly always turned up late to family gatherings. The reasons ..... (1) gave, ... (2) from exploding tyres to an escaped tiger on the by-pass, were always inventive and entertaining. He was a man ..... (3) of convincing anybody of the most unlikely tales, even my aunt, ... (4) by many to be a shrewd and no-nonsense character. In fact, the only person ..... (5) realise the stories were total fabrication was me. I remember one story ..... (6) told about an underground train suddenly ..... (7) out of the ground in front of him and blocking the road. My aunt was fascinated.

FOR OMITTING RELATIVE PRONOUNS AND REPLACING RELATIVE CLAUSES WITH OTHER STRUCTURES, SEE SECTION 2.

3 Finish each of the sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

EXAMPLE: The Manager will never be satisfied, no matter what we do.
Whatever *we do, the Manager will never be satisfied.*

a This is precisely the sort of coffee-making machine we need in the office.
This sort of coffee-making machine .....

b We have had very little rain over the past few months and even the bit we did have didn't last long.
What .....

c She gave the reasons for her sudden disappearance at the weekend.
She explained why .....

d It's up to you to decide the way you want to live your life.
How .....

e Modern traffic and pollution problems are the responsibility of the person who invented the car.
Whoever .....

SCORE _____

FOR NOMINAL RELATIVE CLAUSES, SEE SECTION 3.

TOTAL SCORE _____

OVERVIEW

1 DEFINING AND NON-DEFINING RELATIVE CLAUSES

A defining clause (also called 'an identifying clause') gives essential information about a noun:

*People **who talk too much** annoy me intensely.*
*I'd like to marry someone **whose star-sign is Libra**.*

- Without the clause, the meaning of the sentence is different:
  People annoy me intensely. I'd like to marry someone.

A non-defining (or 'non-identifying') clause gives additional information about a noun:

*My younger brother, **who is painfully shy**, rarely speaks to anyone.*
*This watch, **which I was given for Christmas**, keeps perfect time.*

- Without the clause, the main information of the sentence remains the same:
  My younger brother rarely speaks to anyone.
  This watch keeps perfect time.
- In writing, we use commas to separate non-defining clauses from the rest of the sentence.

That

We often use *that* in defining relative clauses instead of *which* or (more informally) *who*:

*It's the dark blue top **that** really appeals to me.*
*There are loads of people **that** believe in UFOs.*

(See Watch out! below)

2 PEOPLE OR THINGS?

We use *who* and *whom* for people, and *that* or *which* for things, or for groups of people (a team etc.). We use *whose* for both (see 6 below):

*It's usually the mother **who** has most influence on young children.*
*Nepal is a country **that / which** has always interested me.*

3 *WHO* OR *WHOM*?

Whom is an object pronoun, *who* is a subject pronoun:

*I had further discussions with Andreas, **whom** I had met the previous week. I don't like men **who** wear perfume.*

- However, *whom* is now considered very formal and we often use *who* instead:
  *I saw John, **who** I had met the previous week.*

(See Watch out! below)

4 *WHERE*, *WHEN* AND *WHY*

With relative clauses of place and time, we can use *where* and *when* instead of a preposition + *which*:

*Tuesday is the day **when** (or: **on which**) I go to the fitness club. The school **where** (or: **at which**) I first studied English is in Thassos.*

5 POSITION OF RELATIVE PRONOUNS

Relative pronouns usually immediately follow the noun they refer to:

✗ ~~*The film was very interesting **that** we saw.*~~
✓ *The film **that** we saw was very interesting.*

- A common exception, especially in newspaper reports, is when the noun and relative clause(s) are separated by another noun phrase:
  *Is Richard Branson, **the Virgin boss, whose attempts to fly round the world in a hot air balloon have all ended in failure**, a better businessman than pilot?*

6 *WHOSE*

Whose is a possessive relative pronoun. It's a determiner and so can only be used before a noun:

*My uncle, **whose house** we stayed in every summer, never had any children of his own.*

- We use *whose* with both people and things, but *of which* is more common with things:
  *The house, **the gardens of which** sloped down to the beach, was enormous. The house, **whose gardens** sloped down to the beach, was enormous.*
- We commonly use *with*:
  *The house, **with** gardens that sloped down to the beach, was enormous.*

watch out!

- We use *whom*, not *who*, after prepositions and phrases like *most of, all of*:
  ✗ ~~*That's the man **to who** I sold my car.*~~
  ~~*Several people came, **most of who** I hadn't met before.*~~
  ✓ *That's the man **to whom** I sold my car. Several people came, **most of whom** I hadn't met before.*
- We can't use *that* after prepositions or in non-defining clauses:
  ✗ ~~*My father, **that** has recently retired, spends all day reading the newspaper.*~~
  ~~*This is the house in **that** I grew up.*~~
  ✓ *My father, **who** has recently retired, spends all day reading the newspaper. This is the house **in which** I grew up / **that** I grew up **in**.*

SECTION I

Words used with relative pronouns

1 PREPOSITIONS IN RELATIVE CLAUSES

When a preposition is necessary, it can go before the relative pronoun or at the end of the relative clause. When it goes before, it is generally more formal:

✗ ~~*Chemistry is a subject* **which** *I always had problems.*~~

✓ *Chemistry is a subject* **which** *I always had problems* **with**. *Chemistry is a subject* **with which** *I always had problems.* (= more formal)

- We use many fixed prepositional phrases with *which* (and *when*) in non-defining relative clauses:
  It might rain, **in which case** *we'll get back as soon as possible.*
  The hero died, **at which point** *the curtain came down.*
  There was a scandal, **as a result of which** *all the ministers resigned.*
  There was another scandal, **the result of which was that** *the President himself resigned.*
  He stopped playing in 1995, **since when** *he hasn't kicked a ball.*
  Plant them out in May, **by when** (or **by which time**) *the risk of frost will have passed.*

2 RELATIVE CLAUSES AFTER PRONOUNS

Defining relative clauses often follow these pronouns:

someone anyone something anything everything all many those some nothing little much

Many who *saw the film were unimpressed.*

- Instead of using *which*, we commonly use *that*, or omit the relative pronoun, when the pronoun is impersonal (*anything, something, nothing,* etc.):
  I'm ready for anything **that** *happens.*
  Anything *you can do I can do better.*
- After the personal pronouns we use relative clauses only in formal or literary English:
  He who *laughs last laughs longest.* (proverb)
  *...***we that** *are young*
  Shall *never see so much, or live so long.* (Shakespeare, King Lear)
- *Those* in structures like the following example nearly always refers to people rather than things:
  Will all **those who** *want to go please raise their hands?*
- *Much that* and *little that* are fairly formal:
  Much that *has been done here is of profound significance. I will tell you the* **little that** *I know.*

watch out!

The relative pronoun acts as both a linking word and a pronoun. It replaces other pronouns:

✗ ~~*That was a very interesting film* **which** *we saw it.*~~
~~*The man* **who he** *called yesterday has just come in.*~~

✓ *That was a very interesting film* **which** *we saw.*
The man **who** *called yesterday has just come in.*

3 RELATIVE PRONOUNS AFTER *SOME OF, ALL OF*, ETC.

Who, whom, whose and *which* frequently combine with *all of, some of, several of, both of* and other quantifiers:

I bought a load of apples, **three quarters of which** *were bad.*
Thousands of people, **none of whom** *realised what was about to happen, had come to Dallas to see the President.*

4 *WHICH* WITH OTHER *WH*-WORDS

We can use *which* with other *wh*-words in non-defining clauses:

He arrived at six, **which was when** *the diamonds went missing.*
She left her address, **which was how** *we contacted her.*
All delegates are in the lecture theatre, **which is where** *you should be.*
His fingerprints were all over it, **which was what** *gave him away.*
She had become separated from her mother in the shop, **which was why** *she was crying.*

? check

Correct these sentences.

a My sister, who I am always being compared, is actually two years older than me.
b His second symphony, which I heard it last night, is not nearly as good as his first.
c I'm afraid that under the circumstances there is little which we can do.
d Many people were hurt in the explosion, several of who were standing a hundred metres away.
e She's always open to new ideas, that is what I really like about her.

Practice

1 In each of the gaps in the following sentences, write in as many of the five words as possible.

Example: The team *who / which / that* wins will qualify for the final.

who whom that whose which

a Wasn't there some German or Czech author beginning with a K in ..... novels individuals got lost in bureaucratic mazes?
b We are blessed with good health, for ..... we should all be grateful.
c Anything ..... you want you can have.
d Anyone ..... wants to help should leave their contribution in this box.
e Much ..... has been said will soon be forgotten.
f We bought six loaves of bread for the party, half of ..... weren't touched.
g My daughter invited five of her friends to dinner, none of ..... expressed any kind of thanks.
h We had quite an informal supper actually, ... is what may not have pleased them.

2 Rewrite each of the following sentences to include the word *which* and another *wh-* word.

Example: I had a holiday in Rome last year and that's the place it all began.
I had a holiday in Rome last year, which is where it all began.

a I met him in May and it was then that I fell in love with him.
b We met because a friend introduced us.
c He had the most beautiful smile and that was what attracted me initially.
d We spent a weekend in Venice and that was the place we decided to get engaged.
e We had a big white wedding and that was something I'd always wanted.

3 Underline the options that can complete each sentence. In each case, one, two or three may be possible.

1 My tennis-playing friend retired in 1996, ... he had earned over £3 million.
a by which time **b** since when **c** at which point **d** when
2 Over there are the 12th century dungeons, ... hundreds of well-known people were tortured.
a when **b** where **c** in which **d** from whose
3 My parents, ... speak fluent French, are off to Paris for a week.
a that **b** neither of who **c** both of whom **d** who
4 There is a company, ... escapes me, that sells such things.
a the name of which **b** its name **c** whose name **d** that
5 I was interested to see that ..... who felt strongly about the issue were getting very worked up.
a many **b** all **c** those **d** these

4 Complete each of the following sentences so that it is as close in meaning as possible to the sentence printed before it.

a There were a lot of survivors and most of them were in pain.
There were a lot of survivors, the .....
b We are holding a series of meetings to acquaint the general public with the facts.
We are holding a series of meetings, the .....
c When the fire spread, the theatre was cleared.
The fire spread, at .....
d The full-time librarian will lend you up to five books at any one time.
There is a full-time librarian, from .....
e Numerous witnesses of the robbery were unable to identify the two men.
Many who .....

5 Rewrite each sentence using the words printed below it.

Example: My thanks to my family, who made all of this possible. **without / none**
My thanks to my family, without whom none of this would have been possible.

a Since writing a best-seller in 1995, Joe has hardly produced any good work at all.
wrote / since / very
b He hasn't written much recently that's been appreciated by those attracted by his early style.
Little / who
c Not only his appearance but also his manners leave great scope for improvement.
He / man / both / desired
d By the time he realised where his career was going in the late nineties, it was too late.
In / which
e He now regrets writing the article because it was that that caused him all the problems he's had.
now wishes / but for / not

SECTION 2

Omitting relative pronouns

1 OMITTING THE RELATIVE PRONOUN

In defining relative clauses, we often omit the relative pronoun when it is the object of the clause:

The excuse he offered was unconvincing. (= *that / which* omitted)

In other words: *He offered the excuse* (subject + verb + object)
becomes: *the excuse he offered* (object + subject + verb)

watch out!

- We can't omit the relative pronoun when it's the subject of the clause:
  ✗ ~~*The people were sitting at the back couldn't see anything.*~~
  ✓ *The people* ***who*** *were sitting at the back couldn't see anything.*
- We can't omit the relative pronoun in non-defining clauses.
  ✗ ~~*My lawyer's excuse, he offered rather reluctantly, was that the law had recently changed.*~~
  ✓ *My lawyer's excuse,* ***which*** *he offered rather reluctantly, was that the law had recently changed.*

2 REPLACING RELATIVE CLAUSES

-ing forms

We can use *-ing* forms after nouns and pronouns in a 'reduced' defining relative clause:

The people ***sitting*** *at the back couldn't see anything.* (*sitting* = *who were sitting*)

- With this structure, we can use stative verbs not commonly found in the Continuous (see Unit 1, Section 5):
  Anyone ***wanting*** *to go on the excursion should go to Reception.* (*wanting* = *who wants*)
  They found several boxes ***containing*** *explosives.* (*containing* = *which contained*)
- We can omit the *-ing* form when it's followed by a prepositional phrase:
  The people ***at the back*** *couldn't see anything.*

Past participles and adjectives

We can use past participles after nouns in a 'reduced' defining relative clause:

All ***those selected*** *will be informed by 5 o'clock on Friday.* (= *who are / have been selected*)
The man ***arrested*** *last night has yet to be charged.* (= *who was arrested*)

- We can do the same with some adjectives:
  I used to work for ***a man capable*** *of all sorts of dishonesty.* (= *a man who was / is capable*)
  We will do ***everything possible*** *to ensure you get your money back.* (= *everything that is possible*)

TO-INFINITIVES

To-infinitives can sometimes replace relative clauses containing modal verbs:

The woman ***to talk*** *to is over there.* (= who you should talk to)
I haven't got a thing ***to wear.*** (= that I can wear)

- We can also use *to*-infinitives after quantifiers and *anything, nobody,* etc:
  There is ***a lot to do.*** (= which we need to do)
  Is there ***anything*** *left* ***to eat?*** (= which we can eat)
- We can also use *to*-infinitives after phrases like *the next, the first,* etc:
  He was ***the only man to believe*** *us.* (= who believed us) ***The next person to walk*** *through that door will get a surprise.* (= who walks)

3 NON-DEFINING DESCRIPTIVE CLAUSES

As well as non-defining relative clauses, we can add participle or noun phrases to give extra information about a noun:

The three men, ***laughing and joking,*** *burst in through the door. The town,* ***devastated by three recent earthquakes,*** *has an almost unreal atmosphere.*
Brazil, ***the largest South American country,*** *is in many ways different from its neighbours.*

?

Tick (✓) the sentences that are correct.

a The man was by the door beckoned me over.
b The annual fair, has been running for centuries, brings the whole city to a halt for two days.
c The car in front is likely to break down any minute.
d John is the man to ask if you have any questions about grammar.
e Thessaloniki, in the north of Greece, is the second largest city in the country.

Practice

1 In each of the following sentences there is one word missing. Mark the place with / and write the word in the space given.

Example: The third person / finish will get a bronze medal. ..to..

a Most of the dates were suggested simply weren't practicable. .....
b The police are looking for a man a pale blue denim jacket. .....
c Children up in this day and age are surrounded by information technology. .....
d Houses a hundred years ago are generally sturdier than more modern ones. .....
e She's such an honest girl, of ever telling a lie. .....
f The next pupil make that noise will be sent out of the classroom. .....
g He's the first rower to won four consecutive gold medals. .....
h The match, by millions on television, was not particularly good. .....

2 Fill each of the numbered blanks in this passage with one suitable word.

The first few days were some of the worst ..... (1) I have ever experienced. I had known homesickness before but nothing ..... (2) was remotely like this. The ..... (3) of spending three months there, ... (4) I loved – family and friends – nearly a thousand miles away, filled me with absolute terror. I spent hours staring at notices in the corridors, ... (5) desperately that no one would ask me what I was doing. ..... (6) to bring myself to talk to anyone, I lived completely cut off from the rest of the trainees, ... (7) outsider ..... (8) must have been a source of great concern to the staff, ... (9) around like a little boy ..... (10). In my new 'family' I could only grin, ... (11) extremely embarrassed at my inability to communicate. I left the house early each morning, eager to get away from a situation in ..... (12) I could not express anything ..... (13) I might want to. I was always the first ..... (14) arrive at the office and always the last ..... (15) left in the afternoon, ... (16) my way 'home' slowly, ... (17) the moment of arrival. At my desk I just didn't know what to do with myself; I just sat there, hoping not to be the one ..... (18) be asked the next question, not knowing where to put myself. As time wore on, it did get slightly better.

3 Fill each of the gaps with one suitable word.

a The houses ..... into last night had all had their back doors forced open.
b Three youths ..... possession of firearms were apprehended early this morning.
c Two other suspects ..... into custody were later released.
d Four more men ..... the description ..... by witnesses are still at large.
e The occupants reported a number of valuable articles to be ..... this morning.
f In one house a jewellery box ..... a priceless diamond ring is known to have been taken.

4 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–13), write the unnecessary word in the space. Indicate the correct pairs with a (✓). The exercise begins with two examples.

We like to think this is a good school,
which offering a lot ..which..
to many people. However, no school is
perfect, so we are ...✓...

1 asking you to fill in this questionnaire
that about your .....
2 time here. We will be happy if you have
been happy, but .....
3 we will also be interested in that what
has not pleased you. .....
4 Looking back, do you think the homework
was given gave .....
5 you sufficient practice in the English
what you needed? .....
6 Did the students were studying in your
class have a level .....
7 of English similar abilities to what
you had? .....
8 Did you have sufficient guidance from
staff as to what .....
9 the best ways of developing your linguistic
skills? .....
10 Were the materials that presented to you
of interest and .....
11 of benefit, and bearing in mind you were
on a short course? .....
12 Did the lessons you had that really teach
you how to speak .....
13 English and help you how to understand
English better? .....

SECTION 3

Nominal relative clauses

1 WHAT ARE NOMINAL RELATIVE CLAUSES?

In nominal relative clauses, the relative pronoun acts like a noun and a linking relative pronoun working together. The most common nominal relative pronoun is *what* meaning 'the thing(s) which':

*This is just **what** we need.*
__What__ I want is a bigger computer.

- Note that a nominal relative pronoun replaces the noun:
  ✘ ~~*Here's the ticket **what** I was looking for.*~~
  ✓ *Here's **what** I was looking for.*
- Because a nominal relative pronoun replaces the noun it refers to, we don't need another pronoun or relative pronoun:
  ✘ ~~*They were referring **to what that** we discussed.*~~
  ✓ *They were referring **to what** we discussed.*

2 OTHER NOMINAL RELATIVE PRONOUNS

We can also use the following as nominal relative pronouns:

whatever	*I'll do **whatever** the boss wants me to.* (= anything that)
whoever	*You can invite **whoever** you like.* (= anybody who)
whichever	*Choose **whichever** you like: they're all good.* (= any one that)
when	*We just talked about **when** we'd first met.* (= the occasion on which)
where	*Believe it or not, this is **where** I first met my wife.* (= the place in / at which)
who	*Bernadette? That's not **who** I thought you meant.* (= the person who)
how	*Great coffee! Just **how** I like it.* (= the way that)
why	*I know you like chocolate; that's **why** I bought you some.* (= the reason that)

- We can use *whoever, whatever* and *whichever* as both adverb phrases and nominal relative pronouns. In the latter, we omit the noun or pronoun that the relative pronoun refers to:
  ***Whatever** I do, **it's** wrong.* (= adverb phrase)
  ***Whatever** I do **is** wrong.* (= nominal relative pronoun)
  ***Whichever** computer you choose, **it** will be expensive* (= adverb phrase)
  *Take **whichever** you like.* (= nominal relative clause)

3 NOMINAL RELATIVE PRONOUNS FOLLOWED BY A *TO*-INFINITIVE

When, who, what, where and *how* can be followed by a *to*-infinitive:

*Good leadership is largely a question of deciding **when to take** action.*
*I really did want to pay but I didn't know **who to ask**.*
*I just don't know **what to do** about this leak.*
***Where to sleep** is my biggest problem at the moment.*
*I don't know **how to tell** you this.*

4 *WHAT* BEFORE A NOUN

We can use *what* before a noun:

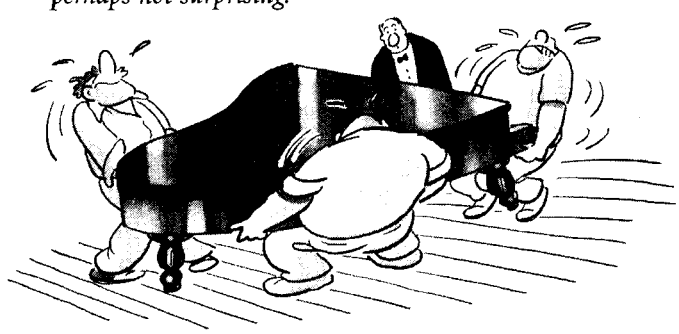
*I gave the beggar **what change** I had.*
***What experience** I have of carpentry is rather limited, I'm afraid.*

- When we use *what* like this, it means 'all the change' and 'all my experience', but also suggests that there wasn't or isn't much.

5 *WHICH*

We use *which* to refer back to a whole clause rather than the preceding noun only (see Section 1.4):

*He only did what anyone else would do in that situation, **which** is panic.*
*The piano required several men to lift it, **which** was perhaps not surprising.*



? check

Tick (✓) the sentences that contain a nominal relative clause. Underline the clause – there may be more than one in each sentence.

a That's exactly what I was going to say.
b They first met in Paris, where they got married fifteen years later.
c It's not what you know, it's who you know.
d We need someone who knows something about washing machines.
e I can't remember when he said he'd call back.

Practice

1 Fill each of the blanks in the following sentences with one of the words listed.

who whoever what whatever which where how whichever

a That's exactly ..... I was going to suggest we stayed.
b According to her, ... I do is wrong.
c We're not fussy here; we take on ..... shows any talent whatsoever.
d Putting an even heavier tax on petrol is ..... I think we can solve our traffic problems.
e ..... hand she writes with, her handwriting is perfectly legible.
f Can you advise me ..... to go and see with this problem?
g I offered her ..... little I had.
h I spoke to John this afternoon, ... is something I've been meaning to do for ages.

2 Rewrite each sentence using the words that follow so that it is as similar in meaning as possible to the one printed above it.

Example: I was so shocked I was lost for words.
aback / know
I was so taken aback, I didn't know what to say.

a She said something that was not at all polite.
what / extremely
b I can't decide on the best way of telling her what's happened.
how / break
c No matter what the outcome of the general election, things will go on more or less the same.
Whichever / change
d I'm not sure what level of difficulty to pitch the test at.
decide / how
e You could write what I know about computers on a postage stamp.
What / knowledge / written
f I always thought San Francisco would look and feel exactly like this.
how / imagined / be
g Can you remember the subject of our conversation last week?
recall / what / was / talking

3 Fill each of the blanks with *which, that* or *what.*

a Do you remember ..... he was found guilty of in the end?
b Anything ..... goes wrong will be your responsibility.
c The pace of life in the city is ..... puts me off.
d I can't decide ..... of these two CDs to buy.
e I'd really like to be a tax inspector, ... you may think is a little foolish.
f ..... to do next is our main problem.
g The little ..... remained was thrown away.
h ..... little I happened to have I would give someone like that.
i This isn't ..... I expected at all.
j There's sport on all three channels; I don't know ..... to watch.

4 Underline the options that can complete each sentence. One, two or three may be acceptable. Writing – as an option means that no word is necessary.

1 You can say ..... you like, there's no substitute for hard work.
a what **b** that **c** whichever **d** whatever
2 The only way ..... you'll be able to contact her is by e-mail.
a that **b** which **c** what **d** –
3 That's about all ..... I have to say.
a which **b** this **c** – **d** that
4 I can't believe ..... these students have learnt.
a how much **b** the little **c** what **d** whichever
5 I don't think he's ..... he claims to be.
a what **b** whoever **c** that **d** the man
6 They all passed ..... is considered an extremely difficult exam.
a what **b** that **c** this **d** which
7 You can come ..... you like.
a the day that **b** when **c** whenever
d whichever day
8 ..... you need is a holiday.
a That **b** What **c** Which **d** That which
9 I'm beginning to think that ..... people say about him is true.
a which **b** things **c** what **d** –
10 ..... we extricate ourselves from this with any dignity is anybody's guess.
a However **b** That **c** Whenever **d** How

Unit eleven

Vocabulary

SECTION 4

Reference words

1 SPECIFIC REFERENCE WORDS

We use a range of words and phrases to refer to something that has gone before or is about to come:

__The former__ is / are not as complex as __the latter__.
The __aforementioned__ incident took place on Monday.
The facts are __as follows__:...
Please note __the following__ terms and conditions:...
Please return to __the undersigned__.
Send __to the above address / to the address below__.

2 INTRODUCING TERMS OF REFERENCE

We can use a number of common phrases to introduce our terms of reference:

Regarding... As regards... With regard to...
As for the food,... As to whether...
In historical terms,... Linguistically speaking,...
In terms of cost,... Apropos of costs,...

1 Fill in the missing word in each of these phrases.

a ..... regards payment,
b ..... regard to a discount,
c when it comes ..... paying,
d with reference ..... your invoice,
e ..... the question of commission,

3 MAKING SPECIFIC REFERENCE

We can use a range of words and phrases to add precise information to a general statement:

Our options, __namely__ English for Business or Tourism,...
The Business students, __in particular / particularly__ those in the Marketing department,...
The town's student discos, __notably__ Enfer, Alcatraz and Diablo, are offering...
Some employees, or __to be more specific__, those in Section A, are...

4 ARRANGING DATA

We use a number of words and common phrases to express how information is arranged. For example:

I'd like to take __every other__ Monday off.
I only want __every alternate__ Monday.
I've worked on this three days __consecutively__.
Yuko and Yuki got an A and a C __respectively__.
List the battles __in chronological order__.
Are they arranged __alphabetically__ or __chronologically__?

2 Fill in the missing preposition in each of these phrases.

a according ..... your report
b ..... oldest to youngest
c alphabetically ..... first name
d ..... random
e ..... order of merit
f ..... numerical order

5 REFERRING TO WHAT HAS GONE BEFORE

We use many phrases – often sentence adverbials (see Unit 7, Section 5) – that refer to what has gone before. We can't use them on their own:

in such circumstances at that time accordingly
be that as it may because of that consequently

3 Fill in the missing word in each of these phrases.

a in ..... days
b ..... is more
c to make matters .....
d as if that were not .....
e that ..... the case
f on the other .....

6 MOVING FROM TOPIC TO TOPIC

In conversation, we often move from one topic or point to another in a haphazard way with common phrases. Here are some examples:

Oh, by the way Before I forget Incidentally
Oh, that reminds me Speaking of which
Oh, and while I think of it

In writing, we move from one topic or point to another smoothly and logically, often referring directly or indirectly to what has come before. We have several options:

- We use sentence adverbials (see Unit 7):
  moreover furthermore in addition however
  in the same way similarly likewise and yet
- We can also use introductory phrases:
  The first point I'd like to make is... One further point we'd like to bring to your attention is...
  One final point which may have escaped your notice concerns... Last but not least,... To summarise,...
  In conclusion *may I say...*
- We can lead from one point to another within a sentence, often with a phrase involving *which*:
  ..., __at which point__ the debate reached stalemate.
  ..., __as a result of which__ half the cabinet resigned.

7 VERBS THAT FOCUS ATTENTION ON A REFERENCE

There are many verbs we can use to focus attention on a particular reference point. Here are some examples:

highlight *focus on* *make mention of* *refer to* *point out* *pinpoint* *spell out* *pin down* *emphasise* *lay stress on* *underline* *point up* *specify*

8 VERBS THAT FOCUS IN AN INDIRECT WAY

We can also use certain verbs to focus indirectly, but so that the listener / reader can guess what we mean. Her are some examples:

imply *indicate* *hint at* *suggest* *insinuate* *intimate*

Practice

1 Fill each of the numbered blanks with one suitable word.

As a follow-up to our series on the two major football clubs in Manchester, ... (1) United and City, we ..... (2) attention this week on the big two North London teams, ... (3) Arsenal and Tottenham Hotspur. For the uninitiated, the ..... (4) are referred to as 'Spurs', while the ..... (5) glory in the nickname 'The Gunners'. In the 1997–98 season, they finished first and seventeenth ..... (6) in the Premiership. What is ..... (7), Arsenal went on to win the Double, that is to ..... (8) the League Championship and the FA Cup, while Spurs struggled. To make matters even ..... (9), apart from ..... (10) afore-mentioned titles going Arsenal's way, Tottenham fans had to watch as their West London neighbours, Chelsea, carried off the European Cup-winners Cup. And to ..... (11) it all, their team finished below their East London rivals, West Ham, in the league. The reasons for ..... (12) mixed fortunes are hard to ..... (13). ..... (14) paper both first-team squads looked strong. In financial ..... (15), both were reasonably secure and when it ..... (16) to cash for buying new players, the money was generally available. So why did one team prosper and one all but give up the ghost? Pundits make ..... (17) of long injury lists, unforgiving fans harp ..... (18) about bad refereeing decisions in key matches, others just ..... (19) it down to luck. As ..... (20) the current season, Arsenal are looking ominously strong again while Spurs look distinctly vulnerable, to say the least.

2 Rewrite each of the sentences in a more formal style using the prompt words in the order given.

a About this letter you wrote to us on 19 October last, there's no way we can agree.
reference / October / regret / inform / unable / demands

b Well, first of all, you've got to realise that Rome wasn't built in a day, haven't you?
first / make / such projects / time

c He spent a while trying to lay down the law and then he walked out.
opening / half an hour / attempted / assert / authority / after / left / room

d You know you were saying about the garage, well, I think it's all right as it is.
regard / we / opinion / action / necessary

e When it comes to experience you've got to plump for Ian rather than Mike.
terms / obviously / stronger candidate

f So that you know what's going on, Dimos and Maria haven't quite made it this term.
I / ought / make / clear / two / namely / failed / expectations

3 Underline the word, a, b, c or d, that best completes each sentence.

1 The ..... are of the opinion that they have been badly treated.
a underwritten **b** undersigned **c** below **d** initialled

2 As a partner I accept full responsibility but by the same ..... I feel others should too.
a sign **b** reference **c** token **d** meaning

3 When it ..... to helping with the housework, he is absolutely hopeless.
a refers **b** goes **c** comes **d** amounts

4 We ..... to your communication of 5 May.
a reply **b** respond **c** refer **d** answer

5 Be ..... as it may, I am afraid any kind of financial compensation is out of the question.
a it **b** that **c** this **d** which

6 He had an awful crash when he was about 25, since ..... he has been a model driver.
a this **b** when **c** that **d** then

7 It would be useful if we could ..... the reasons for our failure.
a pinpoint **b** answer **c** underline **d** focus

8 We need to ..... the main points of our argument.
a pin **b** highlight **c** spotlight **d** enlighten

SECTION 5

Problems and solutions

1 WHERE DO OUR PROBLEMS COME FROM?

Many verbs collocate with the noun *problem* (see Unit 1, Section 6 for an introduction to collocation):

*Problems can **arise / crop up / present themselves / recur**. A **recurring problem** is one of the worst!*

- We can also use other verbs and phrases;
  *We **encounter / experience** difficulties. Sometimes we **hit** a snag. We **come up against** a brick wall and find something (like money) a **stumbling block**.*

2 WHERE ARE WE WHEN PROBLEMS ARISE?

We use several common phrases to describe a problematical situation. Here are some examples:
in a quandary** **in a dilemma** **in dire straits** **in a predicament

- More informally we can use:
  a bit stuck** **in a jam** **in a fix** **in a hole** **in trouble

3 HOW TO FACE PROBLEMS

We use many verbs and common verb phrases to talk about how we face problems:

*One solution is to **run away from** them, **ignore** them, **bury our heads in the sand**, hope **they'll go away**. We may **wash our hands of the matter**, **shirk our responsibility**, **pass the buck**. But then this may **come back to haunt us** one day.*

*No doubt the best solution is to **confront** the problem (**head on**), **tackle** it, **deal with** it, **sort it out on the spot / there and then**. Perhaps we should **take the bull by the horns**, say '**The buck stops here**', **stand up and be counted**, **shoulder the responsibility** and **sort it out once and for all**.*

4 SOLUTIONS TO PROBLEMS AND THEIR OUTCOME

We can also use many verbs and common verb phrases to talk about how we deal with problems:

*If there is uncertainty and doubts, we must **dispel** them.*
*Standards must be **maintained**.*
*Deadlines and demands must be **met**.*
*The mission must be **accomplished** and success must be **achieved**.*
*Minor details can be **ironed out** later.*

1 Fill each of the gaps with one of these verbs.
overcome averted reached struck restored

a Agreement can be...
b A deal can be...
c These obstacles must be...
d In this way a disaster would be...
e Confidence will be...

5 IDIOMATIC PHRASES

English is full of idiomatic phrases relating to problems and solutions:

*He's been **a fly in the ointment / a real headache / a pain in the neck**.*

2 Underline the option that best completes the idiomatic phrase.

a Let's bury the *axe / hatchet*.
b We've turned the *corner / switch*.
c You'll rise *above / over* it.
d We've got our backs to the *wall / sun*.
e We're in a tight *corner / bend*.
f Don't put all your *shopping / eggs* in one basket.

6 INSOLUBLE PROBLEMS

Sometimes problems can be so serious that there is no apparent solution:

*His behaviour is **incomprehensible**.*
*The operation is **irreversible**.*

3 Use the following adjectives to complete the collocation.
insurmountable unfathomable incurable irreparable unavoidable indecipherable

a an ..... delay
b an ..... disease
c ..... handwriting
d ..... damage
e ..... obstacles
f ..... reasons

Practice

1 Complete each sentence with a suitable phrase.

a We must ..... these obstacles.
b I was at a loss ..... respond.
c You shouldn't try to run ..... problems.
d I'm afraid she's made a real ..... life.
e Don't bury ..... sand; face facts.
f I'm confident these final details ..... out.

2 Fill each of the gaps with one of the adjectives listed.

Example: 0 *incomprehensible*

unpronounceable incompatible unworkable insoluble unmanageable (incomprehensible) inscrutable unapproachable illegible unintelligible uncontrollable irretrievable inconsolable

(0 His sudden outburst at the mention of 'Linda' was totally ..... .)

1 I think you'll find ultimately that your plan is totally ..... .

2 With his grunts and sideways looks the boss gives the impression of being extremely ..... .

3 What was written on the fax from Mongolia was almost totally ..... .

4 Though they had a few hobbies in common, the couple acknowledged that they were ..... .

5 With the bad line, what she said was virtually ..... .

6 We tried our best but the problem proved to be ..... .

7 A Polish name with eight consonants and a 'y' is practically ..... for an English mouth.

8 I've been to almost every salon in town but my hair is still ..... .

9 I sometimes have this almost ..... urge to run down our street with no clothes on.

10 He just sat there throughout the whole conference with an impassive, ... look on his face.

11 She burst into tears when he left and was ..... for some hours afterwards.

12 Any ..... expenses will have to be deducted from the refund you receive.

3 Rewrite each of the following sentences in two different ways using the prompt words that follow.

Example: He's suffering from some sort of depressive illness at the moment.
depression depressed
He's suffering from some sort of depression at the moment. He's very depressed at the moment.

a He said that what I had was incurable.
cured cure

b This injection will be quite painless, I assure you.
hurt pain

c The ageing process is regrettably irreversible.
impossible reversed

d It's high time this dispute was settled.
enough solution

e You can't duck your paternal responsibilities.
back run

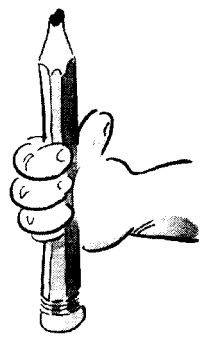
f In the event of something going wrong, just contact me.
arises should

g We'll no doubt learn how to solve our problems.
difficulties answer

h This pencil is too blunt to write with.
sharpening being

i This will only exacerbate the problem.
worse worsening

j Your direct intervention might alleviate this problematical situation.
improved better



4 Underline the option, a, b, c or d, that best completes each sentence.

1 He's been going through a bad ..... for some time.
a streak **b** mess **c** front **d** patch

2 I'm ..... between two courses of action.
a stretched **b** torn **c** ripped **d** suspended

3 You really must ..... yourself together.
a grip **b** pull **c** sort **d** draw

4 Perhaps we could try and ..... our little misunderstanding of last week.
a work out **b** polish off **c** clear up **d** wear off

5 The wound will ..... in a week or two.
a heal **b** cure **c** remedy **d** cover

6 You'll be as good as ..... before you know it.
a rain **b** new **c** gold **d** an ox

7 He's experienced something of a ..... in his fortunes lately.
a hole **b** snag **c** dip **d** hitch

8 Sooner or later you'll have to ..... your problems head on.
a tackle **b** overcome **c** clear **d** settle

9 I think there's only one person who can ..... with this problem.
a handle **b** solve **c** deal **d** tackle

10 One of us must ensure that standards are ..... .
a accomplished **b** retained **c** maintained **d** followed

Exam practice 11

1 Finish each of the following sentences so that it is **as similar as possible in meaning to the sentence printed before it.**

EXAMPLE: The male of the species is usually responsible for providing food.
It is *the male of the species who is usually responsible for providing food.*

a There were some complaints, most of them concerning the food.
There were some complaints, the .....

b A lot of people here should consider a healthier life-style.
There .....

c You will be paid extra if you have to work on a Sunday.
You may have to work on a Sunday, for .....

d The Principal will make a speech and present you with your certificate.
A speech will be made by the Principal, from .....

e I'm speechless!
I don't .....

f A jazz pianist with a fantastic voice plays there on Fridays.
A jazz pianist, whose .....

g This is exactly the situation we were trying to avoid.
This situation .....

h There were very few suggestions for improving the working environment and most of those came from the boss.
What .....

i I met my wife in Athens while I was doing research.
Athens is .....

j I prefer to leave most of the book-keeping to the end of the month.
The end of the month .....

SCORE _____

2 Fill each of the numbered blanks with a suitable word or phrase.

In the spring of 1778, the French revolutionary Talleyrand went to pay his respects to Voltaire. Even in a society ..... (1) the worldliness of the clergy was notorious, ... (2) was a little unseemly. The ink ..... (3) hardly dried on his theology degree from the Sorbonne before the young priest, by ..... (4) a delegate to the Assembly of the Clergy, hastened to do homage to the most notorious scourge of the Church. The visit ..... (5) was undertaking had a flavour of filial impiety to it; Talleyrand ..... (6) undoubtedly in search of a father figure ..... (7) satisfactory than his natural parents. It was ..... (8) who ..... (9) placed him in the hands of a nurse and she ..... (10) had let him drop from a cabinet, ... (11) a bone in his foot ..... (12) would never mend. Disgraced as a cripple, the young Talleyrand was, ... (13) effect, also disinherited. For a boy ..... (14) could neither fence nor dance could never hope to succeed either at court or in the army, ... (15) only two callings ..... (16) for someone of his background. Only one possible course ..... (17): a career in the Church, ... (18) he might rise in wealth and eminence, but ..... (19) which, ... (20) was plain early on, he had the deepest aversion.

SCORE _____

3 Fill each blank with **one** suitable word or phrase.

a I don't know who first thought of the solution, but whoever ..... brilliant.

b This painting, ... anonymous benefactor, has been in the possession of the museum for over a decade.

c Will all ..... asked for theatre tickets please collect them from the box office.

d I often used to travel to Thassos, which .....
I first met George.

e George, ... to as 'the fat controller', is a model railway enthusiast.

SCORE _____

4 Complete each sentence with the most suitable word or phrase.

1 I'm sorry to say that it seems you've been ..... your responsibilities.
A shouldering **B** dispelling **C** experiencing **D** shirking

2 Plans to build a new airport suffered a major ..... when the government refused to fund the project.
A challenge **B** withdrawal **C** setback **D** deflation

3 The committee's ideas were deemed to be imaginative but in practical terms ..... .
A incompatible **B** unavoidable **C** unworkable **D** insurmountable

4 Let me ..... your fears by saying I envisage no further hitches.
A avert **B** restore **C** allay **D** hit

5 The judge found himself in a ..... when he realised he was related to the accused.
A dilemma **B** puzzle **C** loss **D** problem

6 I find the prose style of many American writers virtually ..... .
A illegible **B** impenetrable **C** impermeable **D** incorrigible

7 Her incredible energy and determination simply ..... aside any problems placed in her path.
A pulled **B** cleaned **C** moved **D** swept

8 The problem of finding transport to the outback was ..... by the recent torrential rains.
A exacerbated **B** deepened **C** sharpened **D** fulfilled

9 Meanwhile, as ..... payment, we will send you an invoice before the end of the month.
A regard **B** regarded **C** regards **D** regarding

10 Our deliberations on ..... staffing reached no clear conclusion.
A reference to **B** the question of **C** regard to **D** the interest of

11 The three winners were picked from a pile of entries entirely at ..... .
A order **B** random **C** chance **D** sequence

12 Because I was there, I feel responsible, which by the same ..... means you should, too.
A matters **B** case **C** instance **D** token

13 The course seems to lay particular ..... on learning the theory behind the practice.
A mention **B** point **C** highlight **D** stress

14 We were greeted in reception ..... to being shown round the factory.
A prior **B** earlier **C** preliminary **D** preceding

15 This afternoon, we are to ..... on the relationship between literature and philosophy.
A emphasise **B** pinpoint **C** focus **D** spotlight

SCORE

TOTAL SCORE

Unit twelve

Emphasis

Entry test

1 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

a Peter rushed into the room, looking hot and flushed.
Into .....

b I can't believe him opening a restaurant at his age.
That .....

c I would love to play tennis at international level.
To .....

d Her never having used software like this before is the problem.
Never .....

e My business partner's ability to make money is nothing short of incredible.
It .....

SCORE

FOR FRONTING, SEE SECTION 1.

2 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

EXAMPLE: Catriona's timely intervention prevented the situation from descending into chaos.
It was thanks to Catriona that the situation didn't descend into chaos.

a Not until after six o'clock did Carolyn get here.
It .....

b I wasn't surprised that we'd lost the match.
It .....

c I don't have to point out how late it is.
There .....

d Interest in digital television has grown over the last year.
There .....

e Their recklessness is unforgivable, if you ask me.
I find it .....

SCORE

FOR INTRODUCTORY *THERE* AND *IT*, SEE SECTION 2.

3 Fill each of the gaps in these sentences with a suitable word or phrase.

EXAMPLE: What I *liked* most about the film was the fantastic ending.

a You look tired: what ..... a good holiday.

b It's not serious: all that ..... I bumped slightly into the car in front.

c It was Ruth ..... to answering the phone eventually.

d It ..... visit to Oxford that I first realised I could speak English quite fluently.

e It was only ..... realised what the time was that I understood why it was so dark.

SCORE

FOR EMPHASIS USING *WHAT*, *ALL*, AND *IT*, SEE SECTION 3.

4 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

a I've never been particularly interested in stamp collecting.
I've never had .....

b Chris says she doesn't really want to go to the science museum at all.
Chris says she has .....

c That Tim is able to create chaos around him never fails to astound me.
The .....

d I was surprised at the lengths he was prepared to go to achieve his aims.
I found it .....

e Everyone condemned the decision to knock down the historic building.
The decision to knock down the historic building met .....

SCORE

FOR NOMINALISATION, SEE SECTION 4.

TOTAL SCORE

OVERVIEW

We can emphasise words or parts of sentences in a variety of ways.

1 STRESS AND INTONATION

When speaking, we stress a word and give it a higher pitch. In writing, we use italics or underline the word:

I said I liked the blue ones, not the green.
Oh, for goodness' sake, what is it this time?

2 USING STRONGER WORDS

We can emphasise our feelings by using nouns, adjectives, verbs, etc. with a much stronger meaning than normal, neutral words:

*Our team **hammered** the opposition 5–0.* (= defeated)
*I found her life-story **absolutely riveting**.*
(= very interesting)

3 ADDING OTHER WORDS

We can emphasise our feelings by adding words and phrases. For example:

- by adding *do*:
  *But it's true! I **did** give it back to you!*
- by adding intensifying words and phrases (see Section 6):
  *My son's **really** good at basketball.*
  *My hosts **went to considerable lengths** to make sure I was comfortable.*
- by adding reflexive pronouns (also called 'emphatic' pronouns) (see also Unit 14, Section 1):
  *He managed to do it **himself**.*
- by adding other pronouns (see also Unit 9, Section 1)
  *Fredricks and Boldon **both** finished with a time of 10.02 seconds.*
- by adding link words and phrases:
  ***Both** Simon and Bernardine are pushing 60.*
  *They **not only** look similar, they sound the same **as well**.*

4 REPETITION

We can also repeat words in order to emphasise them:

*That was the worst song I've **ever** heard or **ever** want to hear.*
*The pile gave off a terrible **smell, a smell** which reminded her of her husband's socks.*

- We can repeat words linked with *and* or a preposition:
  *He **ran and ran** until he could go no further.*
- This is especially common with time phrases:
  *I've told you **time and time again** not to pick your nose.*
  *This question keeps coming up **year after year**.*

5 SENTENCE ADVERBS

We also use adverbs that emphasise the whole sentence (see also Unit 7, Section 5):

***Above all**, we must stay calm.*
*You look a complete mess, **to put it mildly**.*

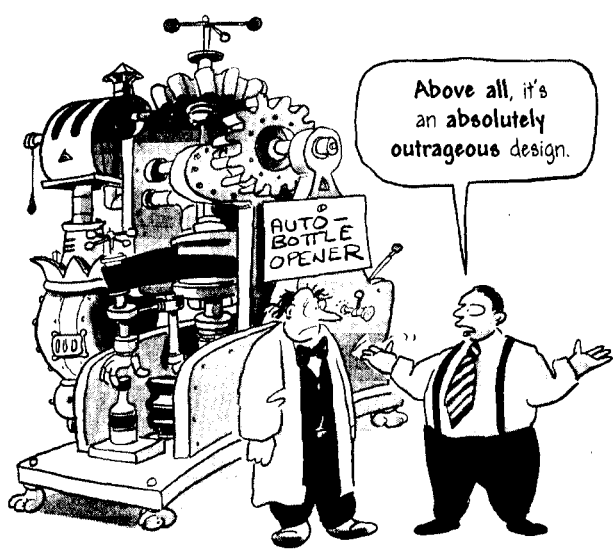
6 PASSIVES

By changing the order of subject and object, and by sometimes omitting the agent, the passive helps us change the emphasis of a sentence from who did it, to what happened (see Unit 2):

Manchester United have beaten Arsenal again.
becomes: *Arsenal have been beaten again.*

7 OTHER GRAMMATICAL CHANGES

The following Sections of this Unit describe other grammatical changes we make to emphasise words or parts of a sentence:
fronting (see Section 1)
introductory *it* and *there* (see Section 2)
cleft sentences (see Section 3)
nominalisation (see Section 4)
(For inversion after negative adverbs, see Unit 7, Section 2.)



SECTION I

Fronting

1 WHAT IS FRONTING?

Fronting involves moving an object, verb or adverbial phrase to a position before the subject:

Usual	Fronted
The door opened and Daphne ***came in.***	*The door opened and* ***in came*** *Daphne.*
I don't know ***what we're going to do.***	***What we're going to do*** *I don't know.*
His second book was ***particularly good.***	***Particularly good*** *was his second book.*
The swimmers dived ***into the water.***	***Into the water*** *dived the swimmers.*
I waited ***all week*** *for your phone call.*	***All week*** *I waited for your phone call.*
They walked ***slowly*** *into the garden.*	***Slowly,*** *they walked into the garden.*
I've ***never*** *seen anything so awful.*	***Never*** *have I seen anything so awful.*

(For inversion after negative adverbs, see Unit 7, Section 2.)

watch out!

It's unusual to end a sentence with *be* as a result of fronting. Therefore we invert the subject and verb:

✘ ~~*Lying in the field three men were.*~~

✓ *Lying in the field* ***were*** *three men.*

- When we front a prepositional phrase of place or movement, we normally invert the subject and verb. This is not usual with other prepositional phrases:

  ✘ ~~*At seven o'clock arrived the removal van.*~~

  ✓ *Out of the water jumped the penguins.*

2 WHY DO WE USE FRONTING?

There are two main reasons for using fronting:

- In English the beginning of a sentence contains the topic; new information normally comes at the end (see Unit 2, Overview). Fronting changes the order and so changes the emphasis:
  I stopped work ***at four o'clock.*** (= the time is the most important information)
  At four o'clock *I stopped work.* (= stopping work is the most important information)
- We may move information to the beginning of the sentence to provide a clear link with what comes before:
  He planned to complete the painting in time for the opening ceremony. ***This*** *he did, but only just.*
  They looked out to sea. ***On the horizon*** *he could see a number of ships.*

3 FRONTING NOUN CLAUSES

We can front noun clauses in fairly formal English (see Unit 10):

Where he went *I have no idea.*
That he ran a marathon at his age *is unbelievable.*
To read all Shakespeare's plays *is my ambition.*

- More commonly we use a *to*-infinitive or *that*-clauses after *It* (see Section 2):
  It *is unbelievable* ***that he ran a marathon at his age.***
  It *is my great ambition* ***to read all Shakespeare's plays.***

4 USING INTRODUCTION PHRASES

We often use introduction phrases, especially in spoken English, to signal that what we're about to say is important:

The thing is, *I haven't got any money.*
The fact remains *that we've made a mistake.*
The point is *we should be there by now.*

- We can also use phrases with the same pattern (*The* + noun + *be*) to focus on the point of what we are saying or writing. Here are examples:
  The question is *– are we ready for the radical changes being proposed?*
  The truth is *I'm just too tired to concentrate properly.*
  The problem is *she just refuses to work with me.*
  The trouble is *her attitude upsets just about everyone.*

? check

Tick (✓) the sentences that include examples of fronting.

a Up in the air went the balloon.
b Early the following morning we all got into the car.
c That people should get angry nobody ever anticipated.
d I rushed out of the room, grabbing my glasses from the table.
e What happened next we shall find out next week.

Practice

1 Change the order of information in these sentences to emphasise a different part. Make any other necessary changes.

a He burst in through the window.
b They crossed the Atlantic in record time.
c He destroyed the first letter.
d He put the second letter into his pocket.
e The letter was on the table.
f It is terrible that he was punished so severely.
g It is very difficult to imagine him failing.
h It's perhaps not surprising that he's done so well.
i I can't imagine how he got here so fast.
j He's useless; that's the problem.

2 Match the prompts (a–f) with those (1–6) and write complete sentences using all words in the order given.

Example: All films / last month's / festival / good
best of all / Polish cartoon
All the films at last month's festival were good, but best of all was a Polish cartoon.

a Many qualities / required / this job
b The pizza / excellent
c Ivan / range / linguistic skills
d Water-skiing / exciting
e All / dishes / good / that restaurant
f All / departments / busy

1 particularly delicious / lasagne
2 by far / hectic / casualty
3 exhilarating / still / parascending
4 even better / cannelloni
5 absolutely vital / a / humour
6 exceptionally impressive / letter-writing

3 Rewrite each of the following sentences using two of the adverbial particles listed with *went* and / or *came*.

Example: As the rain started, people opened their umbrellas.
Down came the rain and up went the umbrellas.

down up out in back over on off across

a When the value of the pound increased, the volume of exports fell.
b The new technocrats took over when the old guard retired.
c When she walked in, all those old forgotten feelings returned.
d The witches leave the stage and Macbeth enters.
e As the ball was crossed, the goalkeeper fell to the ground.

4 Rearrange the words in each line to make one sentence.

Example: that is incredible it it happened
It is incredible that it happened.

a incredible happened is that this
b amazing to want it so leave is soon she that should
c soon she leave want amazing that should so is to
d mystery party went after he a is where the
e escaped police mystify continues how the to he
f believed find that incredible I him you

5 Here is one side of a telephone conversation. Fill each of the numbered gaps with one word.

Well, the thing ..... (1), we haven't seen you at college for a week now.

But the whole ..... (2) of being a student is that you study.

..... (3) you say I don't doubt is true, but the ..... (4) remains that your attendance record leaves a lot to be desired.

No, I think you're missing the ..... (5), which is that unless you start attending more regularly, what ..... (6) you had of passing your exams at the start of the course is much reduced.

But I'm afraid lazy ..... (7) we cannot tolerate.

The ..... (8) is whether you are going to start taking things seriously. ..... (9) it difficult to get up in the morning ..... (10) don't accept as a reasonable excuse.

..... (11) is having too far to walk to the college every morning.

Two hundred ..... (12) we do not consider a long way.

Eleven o'clock we do not ..... (13) an unearthly hour for lessons to begin. One hour a day at college we do not feel ..... (14) unreasonable imposition. Please try to attend more regularly or ..... (15) you go on your ear.

SECTION 2

Introductory There *and* It

1 *THERE* AS SUBJECT

We use *There* + *be* to introduce new information. The word *there* has no real meaning in this structure – it functions as a grammatical subject:

***There were** two men in the room.* (= Two men were in the room.)
*Suddenly, **there was** a loud explosion.*
***There are** sure to be casualties.*

2 INTRODUCTORY *IT*

It often refers back to a noun or noun phrase:

*Next year's sales plan is now available; **it** contains a few changes.*

- However, sometimes *It* doesn't refer back to a noun. Instead we use it simply as a grammatical subject:

***It's** very dark in here.*
***It** was just unbelievable what they'd done.*

- We use introductory *It* especially when describing things, e.g. with adjectives that can't normally function as subjects. We commonly use *It* to talk about the weather and the time:

***It's** raining.*
***It's** nearly six o'clock.*
***It** smells of fish in there.*

watch out!

All English sentences must have a subject. When there is no obvious subject for the sentence, we generally use *There* before nouns or noun phrases and *It* before adjectives and noun clauses:

✗ ~~*Is cold, isn't it?*~~
✓ *It's cold, isn't it?*

3 *IT* + CLAUSE

Introductory *It* is often followed by a *to*-infinitive, *-ing*, or *that*-clause. We do this especially if we want to emphasise the adjective or avoid fronting a noun clause (see Unit 10, Section 1):

*It's difficult **to understand** a word he said.*
*It's fun **working** with you.*
*It turned out **that** he was lying to us all along.*

4 REFERRING FORWARD

Sometimes *It* refers forward to a noun clause in the sentence:

*It's amazing **what you learn from hanging around bars.***
*It frightens me **that there are so many criminals around.***

- We use *It* especially with *that*-clauses, *wh*-clauses and *to*-infinitive clauses that may be formal in subject position. The sentences above could be rewritten:

What you learn from hanging around bars is amazing.
That there are so many criminals around frightens me.

5 *IT* + REPORT VERB

Introductory *It* is common with report verbs used in the passive (see Unit 2, Section 2.3):

***It is thought** that many people have been injured.*

- The structure with *It* + *seem / appear* + *that* is common in reporting events. We also use *It would seem / appear that*:

***It appears that** he's been promoted.*
***It would seem that** someone left the door unlocked.*

6 VERBS FOLLOWED BY *IT*

Some verbs are commonly followed by *it* + clause:

*I **find it** strange that they haven't told us.*

- Here are more examples of verbs we use in this way:

believe** **consider** **feel** **imagine** **think** **suppose** **judge** **count** **reckon** **guess

? check

Write F next to the sentences where *it* refers forward to a clause, B next to those where *it* refers back, and ✗ next to those where *it* doesn't refer to anything in the sentence.

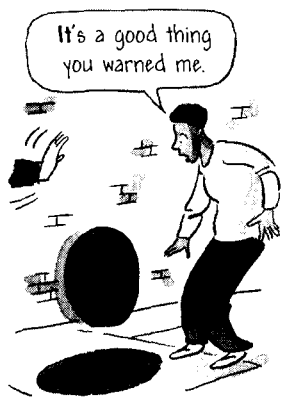
a It's getting crowded now.
b It is astonishing how often I've been asked that question.
c I bought a new car and it broke down almost immediately.
d What time is it?
e Is it true that she's run away?

Practice

1 Write *there's* or *it's* in each of the gaps to complete the following sentences.

Example: *It's* a good job you told me when you did.
There's little point in going back over the same old ground.

a ..... just as well we brought our umbrellas.
b ..... a strong possibility of the Chairman not making the meeting.
c I gather ..... also doubtful whether his deputy will be there.
d ..... not thought to be any serious risk involved in the operation.
e ..... no use pleading with me; I have no say in the matter whatsoever.
f ..... no shame attached to being beaten by a player of his calibre.



g Don't you think ..... any chance at all that he was unfairly dismissed?
h ..... no good feeling sorry for yourself; what's done is done.
i ..... a lot to be said for vegetarianism, in my opinion.
j ..... a shame you won't be able to see your own son receive his degree.
k ..... generally believed to be a good thing to get eight hours' sleep a night.
l Wouldn't you say ..... all a question of habit how long you need to sleep?

2 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: It's no good sitting feeling sorry for yourself.
point
There's no point in sitting feeling sorry for yourself.

a I've only just realised what our director meant by that comment.
dawned
b You should have been at the party; you would have enjoyed it.
pity
c People are optimistic that this new drug will be a success.
hoped
d I realised all of a sudden that we had been stitched up.
occurred
e We discovered eventually that all the goods had been stolen.
transpired
f The polls point towards a landslide victory for the presidential party.
indication

3 Complete each of the following sentences with a suitable word or phrase.

Example: It is *common* knowledge that superstitious people live longer, isn't it?

a I ..... absolutely amazing that in this day and age superstitions are so rife.
b It strikes ..... so odd that people still fret for days over a broken mirror.
c Restaurants are half full of people ..... necessary to throw a few grains of any spilt salt over their shoulders.
d Most of the people I know believe ..... be an unnecessary risk to walk under a ladder.
e It is widely ..... grown men and women that cracks in the pavement should not be stepped on.
f But I must confess I consider ..... be my major ambition in life to find a four-leaf clover.

4 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence before it.

Example: Showers are known to be better for you than baths.
It is common *knowledge that showers are better for you than baths.*

a It looks as if there's been an accident over there.
There .....
b I'm glad we decided to come by train.
It's .....
c The speed at which young children acquire language is quite incredible.
It's .....
d No doubt there was a terrible row when the mistake was discovered.
There is sure .....
e Such behaviour is totally inexcusable.
There .....
f The choice of restaurant is entirely yours.
It's entirely up .....

SECTION 3

Emphasis using What, All and It

1 EMPHASISING AN ACTION WITH *WHAT*

To emphasise an action, we can use a structure with *What* + *do*. (The full structure is *What* + subject + *do* + *be* + infinitive with or without *to*.):

Usual	What...
He put the pot on the table.	***What he did was (to) put** the pot on the table.*
I'm going to persuade him to come earlier.	***What I'm going to do is persuade** him to come earlier.*

- We commonly use this structure when demonstrating a procedure or telling someone about a sequence of events:
  ***What you do next is fold** the top left corner back on itself.*

2 OTHER WAYS OF USING *WH*-CLAUSES

We can emphasise a whole action or series of actions with a similar structure using *What* + *happen* + *be* + *that*-clause:

***What happened** next **was (that)** he dropped it.*
***What happened was (that)** they all ran away as soon as they saw the police car coming.*

- We can also use fronted *wh*-clauses with *be* as a sort of introductory phrase:
  ***What I think is (that)** she should resign.*
  ***What you need is** a holiday.*
  ***What Clive is** is a pain in the neck.*
- Occasionally, the *what*-clause comes at the end of the sentence:
  *A good rest is **what I need.***
  *Your lateness is **what I want to talk about.***

3 USING *ALL* INSTEAD OF *WHAT*

We can use *all* instead of *what* to mean 'the only thing'. This suggests that what happens is not very big or important:

***All we are going to do is** take your teeth out.*
***All that happened was that** a window was broken.*

4 EMPHASISING NOUNS WITH *IT* + *BE* + *THAT/WHO*

To emphasise nouns, we can use a structure with *It* + *be* + *that* / *who*. These structures are sometimes called 'cleft sentences':

Usual	Cleft sentence
She threw the jug out of the window.	***It was the jug (that)** she threw out of the window.* (= not, for example, the cup)
	or: ***It was the window (that)** she threw the jug out of.* (= not, for example, the door)
Richard ran into the office.	***It was Richard who** ran into the office.* (= not Bernard)
	or: ***It was the office (that)** Richard ran into.* (= not the kitchen)

- Cleft sentences allow us to stress a noun, often in contrast to what we have already said:
  *I love going to Cornwall in summer, but **it's in the winter that** it's at its best.*

5 EMPHASISING OTHER PARTS OF THE SENTENCE

We can also use a cleft sentence to focus on other parts of the sentence, not just nouns. We can use it:

- to emphasise an action by using a gerund:
  ***It was learning to speak French that** he found most enjoyable at school.* (not, for example, playing football)
- to emphasise a prepositional phrase:
  ***It was from Heather that** I heard the news.*
  ***It was in London that** he met his first wife.*
- with *because* to give reasons:
  ***It was because you're clever that** I married you.*
- with *when* or *until* to emphasise time:
  ***It was only when he phoned that** I realised what had happened.*
  ***It wasn't until Tuesday that** they finally delivered the equipment.*

? check

Write W next to the sentences that contain a *what*-clause or *all*-clause, C next to those that contain a cleft sentence, and ✗ next to any that contain neither.

a What we did was to go back to the beginning and start again.
b Your progress is all I'm concerned with.
c He promised to call me but it wasn't until later that week that he eventually phoned.
d It is unbelievable the lengths I had to go to in securing the contract.
e I think it's because we have the same sense of humour that we work so well together.

Practice

1 In each sentence one of the underlined words or phrases does not fit. Write the number beside it in the space and the correct word or phrase.

Example: All you (1) have to do is tell me (2) everything what (3) happened once you (4) left the hotel. 3 *that*

a What you did (1) wrong was that (2) you started on the top coat before (3) the undercoat that was (4) dry. .....

b All that (1) happened that I (2) told him what I thought of (3) him in no uncertain (4) terms. .....

c It was (1) while trying (2) to mend the window when (3) I fell off the ladder. .....

d He claimed to like (1) music but it was (2) literature what (3) he loved more than anything else (4). .....

e All (1) I love most about the weather (2) in this country is that (3) it is totally unreliable. .....

f He left the country at the age of (1) twenty and it was (2) only after several years when (3) he returned. .....

g I mislaid my wedding ring once and it (1) wasn't before (2) we eventually moved house that it (3) came to light (4) again. .....

h It's (1) not learning (2) new words that I find (3) difficult, and (4) remembering them. .....

2 Rewrite each of the sentences in such a way that it is as similar as possible in meaning to the sentence before it. The first word and one other is given as guidance.

Example: I know what you did to her. You broke her heart. (**What / break**)
What you did to her is break her heart.

a I know what happened. You lost your nerve, didn't you?
What / chickened .....

b I know what she did. She upset all her colleagues by being so arrogant.
What / arrogance .....

c I know how you feel after getting your results. Many others are feeling the same way.
How / how .....

d I know where you made your mistake; you underestimated the competition.
Where / appreciate .....

e I know why he was attracted to this job; he wanted to give people orders.
What / authority .....

3 Rewrite each sentence in three different ways. Begin with the words given.

Example: The rising tide frightened me.
a What *frightened me was the rising tide.*
b I was *frightened by the rising tide.*
c It was the *rising tide that frightened me.*

1 We took him to the hospital.
a Where... **b** It was... **c** The hospital is...

2 I went to see my GP.
a My GP... **b** It was my GP... **c** The person...

3 The spices are amazing.
a It's the... **b** What... **c** The spices are what...

4 The location was important.
a It's the... **b** What... **c** The location...

5 I spent £15 on the ticket.
a £15 was how... **b** It was £15...
c The amount I...

6 He looks amazing for his age.
a How... **b** What is... **c** It is...

4 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: We only noticed the stain on the carpet when all the guests had gone.
It wasn't *until all the guests had gone that we noticed the stain on the carpet.*

a In some organisations what you know is not important; who you know is.
In some organisations it's not .....

b He took his hat off and then I recognised him.
It wasn't .....

c I only realised she was a foreigner when she opened her mouth.
It was .....

d Your place of birth doesn't determine your accent; the place you spend your childhood in does.
It's not where .....

e His actions didn't bring about his downfall; lying about them did.
It wasn't what .....

f You don't know who your real friends are until a time like that.
It's only .....

g His jokes in themselves are not funny; his manner of telling them is.
It's how .....

h The salary increase wasn't why I stayed on; you were the reason.
It wasn't .....

SECTION 4

Nominalisation

1 WHAT IS NOMINALISATION?

It is often possible to use a noun group instead of one or more verb or adjective groups. This is called 'nominalisation':

The boys laughed loudly and *woke up the baby.* (= This sentence consists of two actions (verb groups), one causing the other)
The boys' loud laughter *woke up the baby.*
(= This sentence has one thing – the boys' loud laughter (a noun group) – that causes an action)

2 WHY USE NOMINALISATION?

We use nominalisation for several reasons:

- It can change the emphasis of the sentence. Compare:
  I wasn't very well so I had to stay at home.
  My poor health *meant I had to stay at home.*
  (= nominalised)
  The first sentence has two parts linked by *so*. Both parts are equally important. In the nominalised version, the action – *stay at home* – is the focus of the sentence.
- Because a lot of information can be packed into a noun group, it can make sentences shorter and leave the rest of the sentence free to add new information:

Usual	Nominalised version
He had an insatiable appetite for adventure and because of this he became involved in a pioneering expedition to Antarctica.	***His insatiable appetite for adventure*** *led to* ***his involvement*** *in a pioneering expedition to Antarctica.*

- It can refer back to processes already mentioned:
  After several days they eventually reached the summit of the mountain. ***The ascent*** *left them tired and exhausted.* (= Here the ascent summarises the whole of the process in the previous sentence)
- We often prefer to start a sentence with a noun phrase rather than a verb phrase. Compare:
  They looked at the evidence and realised that there had been a miscarriage of justice.
  The evidence *revealed that there had been a miscarriage of justice.* (= nominalised)
- Nominalised language is especially typical of formal, scientific and academic English:
  This interesting Australian development *was possible because of* ***the isolation of these primitive mammals.***
- Nominalisation can make it easier to be impersonal. Compare:
  It's always painful when people criticise you.
  Criticism *is always painful.* (= nominalised)

3 *HAVE A ...*, *MAKE A...*, ETC.

We use a number of verbs, e.g. *look, laugh, comment,* etc., as nouns with verbs such as *give, have, make, take*:

He ***gave a short laugh.*** *Let's* ***have a quick look.***
She ***made some remark*** *about his smelly feet.*

- We do this especially if we want to use an adjective before the noun – this is more common than using a verb and adverbial phrase:
  We ***had a long talk*** *about it.*
- Sometimes there is no comparable adverbial phrase:
  She sat down and ***had a good cry.***
- This is partly a matter of collocation:
  give a shout / sigh / hug / welcome / look
  have a look / belief / chat / fall / sleep
  have belief / respect
  take a look / bath / walk / photograph / holiday
  make a comment / start / claim ***make progress***

? check

Underline the nominalised phrases in these examples.

a A sharp fall in the value of sterling followed speculation about the government's economic policy.
(Sterling fell sharply in value because people were speculating about what the government planned to do about the economy.)

b The total eradication of smallpox was the direct result of an intensive programme of immunisation.
(Smallpox was totally eradicated because everyone was immunised in a programme that was very intensive.)

c It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife. (*Pride and Prejudice*, Jane Austen: meaning 'Everyone knows it is true that a single man who has a good fortune must want to be married.')

Practice

1 Rewrite these questions starting with *What.*

Example: How old do you have to be to hire a car?
What *is the minimum age for hiring a car?*

a How big is the room exactly?
What ..... ?

b How fast are you allowed to drive on motorways in Britain?
What .....

c How do you think you would react if such a thing happened?
What .....

d How tall are you precisely?
What .....

e How far is it from your house to the school?
What .....

f Do you know how heavy this package is?
What .....

g Where does he stand officially in the firm's hierarchy?
What .....

h Where do the government stand officially on capital punishment?
What .....

2 Fill the gaps in these sentences with a form of one of these verbs.

Example: The doctor wanted to *have / take* a look at my chest.

give make take have

a Can I ..... a word with you in private?
b The boy ..... a deep breath and dived in.
c Come on, ... me a cuddle.
d Can I ..... a suggestion?
e She ..... me a telling-off.
f I'm sure he'll ..... a good account of himself in the match.
g She always manages to ..... a success of things.
h Sometimes if you ..... a good cry you feel better.
i He ..... the trouble to visit her later in hospital.
j They ..... us a wonderful send-off.

3 Finish each of the following sentences in such a way that it is as close as possible in meaning to the sentence printed before it.

Example: My father finds much of **modern** society incomprehensible.
My father has *difficulty understanding much of modern society.*

a Any traveller to the sub-continent obviously has to have a valid passport.
Possession .....

b Beethoven's late quartets have been very influential on modern composers.
Beethoven's late quartets have exerted .....

c I wasn't at all surprised to find the builders had already gone home.
It came .....

d One is constantly threatened by violence in some large cities.
There .....

e I explained what had happened but they totally refused to accept what I said.
They found .....

f The article only referred briefly to the problem of inner-city crime.
There .....

g Everyone approved of the decision to implement tougher parking restrictions.
There .....

4 Rewrite each sentence using all the prompt words printed below it.

Example: A lot of people have complained in writing to us about how bad the food was.
received / number / written / standard
We have received a large number of written complaints about the poor standard of the food.

a I'm shocked that most members have responded so negatively to what we proposed.
shock / response / proposals / majority

b The mayor is reputedly proud of the way he looks.
reputation / pride / appearance

c A soldier must be brave, level-headed and obedient.
qualities / paramount importance

d What we spend doesn't always tally with what we earn.
sometimes / discrepancy / outgoings / earnings

e It's distinctly possible that she will not recover from her illness very rapidly.
distinct / rapid

f You needn't pay anything until you've received the goods.
There / make / before / of

g She could do with being more confident.
suffers / of

h I really did intend to try harder this term, but I haven't succeeded.
every / more / effort / met / no

Unit twelve

Vocabulary

SECTION 5

Substituting one phrase for another

We can use words or phrases to replace others with more or less the same meaning. We may use one phrase rather than another because it is shorter, more precise or involves a change of emphasis.

1 ADVERBS

We can use adverbs to replace phrases:

Despite renovations, the building remains ***the same in nearly every way.*** can become: *Despite renovations, the building remains* ***substantially the same.***

Some students use commas ***without taking much care.*** can become: *Some students use commas* ***indiscriminately.***

1 Replace the underlined phrases with one of the adverbs listed. Make any other necessary changes.

inevitably *inadvertently*

a Such military posturing is almost certain to lead to war.

b I wiped the entire disk without meaning to.

2 NOUNS

We can use nouns to replace phrases (see Section 4 for nominalisation):

My brother knows nothing about *chemistry, which is why there was an explosion.* can become: ***My brother's ignorance of*** *chemistry led to an explosion.*

That the two sexes are not treated in the same way *is taken for granted in some quarters.* can become: ***Inequality between the sexes*** *is taken for granted in some quarters.*

2 Replace the underlined phrases with one of the nouns listed. Make any other necessary changes.

malnutrition *inferiority*

a His feeling that he just wasn't as good as other people never went away.

b An alarming number of dieters are simply not eating as much as their body needs.

3 ADJECTIVES

We can use adjectives to replace phrases:

Everyone agreed with *the decision to complain to the director.* can become: *The decision to complain to the director* ***was unanimous.***

They were locked together ***in combat, trying to kill each other.*** can become: *They were locked together* ***in mortal combat.***

3 Replace the underlined phrases with one of the adjectives listed. Make any other changes necessary.

partial *painstaking*

a It was an investigation that left no stone unturned.

b The driver of the second car accepted that she wasn't wholly without blame for the accident.

4 PHRASES AND MULTIPLE CHANGES

When we make grammatical changes, we usually need to change more than one word. These changes may also be a matter of collocation:

I had ***fully intended to start*** *this report this afternoon, but I couldn't.* can become: *I had* ***every intention of starting*** *this report this afternoon, but I couldn't.*

The statue ***is extremely tall.*** can become: *The statue* ***reaches a considerable height.***

- We can also use common phrases and prepositional phrases:

We've been trying to sell our flat *for over a year.* can become: ***Our flat has been on the market*** *for over a year.*

I was so shocked by her revelations ***I couldn't think what to say.*** can become: *I was so shocked by her revelations* ***I was lost for words.***

4 Rewrite the following sentences using one of the phrases listed.

all and sundry *at sixes and sevens*

a The leaflet was distributed to absolutely everyone whether they wanted it or not.

b My filing system is hopelessly disorganised.

Practice

1 Replace the underlined words with one of the adverbs listed. Make any other necessary changes.

prematurely *single-handedly* *conclusively* *consecutively* *interminably* *concurrently* *scrupulously* *arbitrarily*

a The leader's speech went on for hours and hours until we were all nodding off.
b I think they have proved beyond any doubt that the painting is genuine.
c My father with extreme care avoided any mention of the coming wedding.
d Ian completed the renovation of the house entirely on his own.
e I worked on the farm for three summers in a row.
f My son was born three weeks before he was due.
g For the experiments, they selected several animals at random.
h On this computer you can run several programs at the same time.

2 Replace the underlined words with one of the adjectives listed. Make any other necessary changes.

antiquated cumbersome meticulous cursory ingenious frivolous unwarranted exhaustive

a This is an extremely clever device for opening bottles with no effort.
b The factory is still using old and out-of date equipment on the production line.
c Your intrusion into my affairs is unjustified and unnecessary.
d The inspectors merely gave a brief and not very thorough glance at the records.
e The current administrative procedures are slow, inefficient and difficult to deal with.
f The conductor paid close and detailed attention to the composer's instructions.
g I think your comments are silly and not to be taken seriously.
h After a thorough and painstaking enquiry, the conclusions remained unclear.

3 Rewrite the sentences below using one of the common phrases listed. There are more phrases than you need.

with time on my hands grow on somebody round the bend slow but sure cut and thrust rule of thumb ins and outs too much of a good thing lost his touch rank and file make a go of by a hair's breadth at the best of times

a At a party you can reckon on one bottle of wine for three people as a rough guideline.
b Even when things are going really well, I find it hard to get on with my boss.
c As a pianist, he's not as good as he used to be.
d I've got plenty of spare time now the children are at school.
e The ordinary soldiers don't get the same food as the officers.
f I think we could try and make a success of this business.
g That woman drives me completely mad!
h I'm no good at the quick thinking needed in a debate.
i That car only just missed me.
j I really don't understand all the history and details of the controversy.

4 Finish each of the following sentences in such a way that it is as close as possible in meaning to the sentence before it.

a What was being proposed was far-reaching in the extreme.
It .....
b The builders put in an enormous amount of work to ensure their customers were happy.
The builders went to .....
c The little girl looked remarkably like her grandmother at the same age.
The little girl bore .....
d The water is over 50 metres deep at this point.
The water reaches .....
e The painter was greatly inspired by the Italian masters.
The painter derived .....
f The boxer was severely injured by his opponent.
His opponent inflicted .....

5 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: The campaign was at its most intense just before the election.
peak
The campaign reached its peak just before the election.

a Nobody died in the explosion.
fatalities
b The fact that I am the managing director's niece is beside the point.
neither
c My teacher is always criticising my paragraphing.
fault
d Solomon couldn't stop crying when he lost his favourite toy.
floods
e The two lawyers worked in an atmosphere where neither trusted the other.
mutual

SECTION 6

Intensifying and emphasising

We can emphasise the meaning of a statement in many ways.

1 POWERFUL ADJECTIVES

The choice of a strong adjective is a common device. Here are some examples:

It's ***very hot*** *in here.* can become: *It's* ***boiling*** *in here.*
It cost ***a lot.*** can become: *The price was* ***exorbitant / extortionate / astronomical.***
It's a ***big*** *problem.* can become: *It's a* ***monumental / vast / colossal / gigantic*** *problem.*

2 COLLOCATION

Collocation is important when choosing strong adjectives. For example, a number of intensifying adjectives close to the meaning of 'complete' collocate with particular nouns but not with others. Here are some examples:

an ***eternal*** *optimist* *a* ***comprehensive*** *defeat*
sheer *stupidity* ***arrant*** *nonsense* ***rank*** *disobedience*
utter *madness* ***unshakeable*** *faith*
an ***unmitigated*** *disaster*

1 Which two of the nouns listed collocate with *utter*, which two with *sheer* and which two with both?

a *excellence* c *degradation* e *ruin*
b *panic* d *ecstasy* f *joy*

3 ADVERBS OF DEGREE

- Adverb–adjective combinations are common to give emphasis. Here are some examples:
  absolutely ridiculous ***totally wrong***
  downright rude ***plain stupid*** ***thoroughly ashamed***
  dead right ***utterly defenceless***
  that's perfectly all right
- Adverb–verb combinations are also quite common. For example:
  I ***quite / totally agree.*** *I* ***quite / fully understand.***
  I ***would much / greatly appreciate*** *it.*

4 CLICHÉS AND EXAGGERATION

We often hear or read clichés such as:

We're ***running out of superlatives for*** *this athlete.*

- We often use phrases that contain exaggeration to strengthen a meaning; because we use them so much, the meaning becomes weaker. Here are some examples:
  indescribably beautiful ***incredibly talented***
  unutterably filthy ***unspeakably rude***
  inexpressibly sad ***infinitely better***
  incomparably superior
- If we want to add strength to a meaning we can try to use less frequent collocations:
  delightfully eccentric ***perfectly awful***

2 Which of the five adjectives listed does not collocate with the adverb *purely*?

hypothetical *accidental* *correct* *incidental* *coincidental*

5 SENTENCE ADVERBIALS

Sentence adverbials (see Unit 7) can also lend emphasis to a statement. Here are some examples:
Believe it or not, ... ***Amazingly enough,*** ...
Difficult as it is to believe, ... ***Incredible though it is,*** ...
To everyone's astonishment, ...

6 PHRASES THAT INVITE OR EXPRESS SURPRISE

We can also strengthen a statement, or question, by adding a word or short phrase before or after a key word in the sentence:

The same thing happened ***as recently as*** *last week.*
You can pay ***as much as*** *£100 for a pair of jeans there.*
No fewer than *90 students turned* ***up*** *for the lecture.*
Bill Gates ***himself*** *was at the conference. You mean* ***the*** *Bill Gates? The* ***very*** *man. What* ***in the world*** *was he doing there? Why* ***on earth*** *didn't you give him my name? Why* ***ever*** *didn't you tell me before?*

Practice

1 Underline one, two or three of the adjectives that can complete each sentence.

Example: The runner collapsed in a state of ..... exhaustion. **sheer** **total** **full**

a The fact I had done the exam essay a week earlier was ..... luck.
pure **comprehensive** **sheer**

b It was ..... will-power that enabled me to win.
sheer **full** **utter**

c This is the ..... thing I was dreading.
one **very** **sheer**

d Deliberate handball is ..... cheating.
outright out-and-out comprehensive
e The athlete has ..... confidence in his ability.
unshakeable pure supreme
f 5–0 is a ..... win in anybody's book.
comprehensive confirmed complete
g He was reprimanded for his ..... stupidity.
crass very utter
h Giving his nephew the job was ..... favouritism.
out-and-out outright downright
i Many a time he's proved to be a(n) ..... liar.
rank compulsive inveterate
j He carried off the role of Hamlet with ..... skill.
unadulterated consummate faultless

2 Arrange these adjectives into four groups according to their meaning.

a ludicrous	i laughable	q preposterous
b excruciating	j astounding	r agonising
c pathetic	k unbearable	s dazzling
d staggering	l immense	t stupendous
e huge	m gigantic	u vast
f absurd	n gigantic	v colossal
g ridiculous	o tremendous	w brainless
h giant	p stunning	x fatuous

1 big (physical size)	2 silly	3 surprising / impressive	4 painful

3 Rewrite each sentence with the two prompt words so that it is as close as possible in meaning to the sentence before it.

a The sheer size of my opponent succeeded in putting me off.
alone / enough
b As many as 85,000 people watched the Cup Final.
fewer / turned
c What they're asking of us is eminently reasonable.
nothing / whatsoever
d The party was an absolute wash-out from start to finish.
unmitigated / beginning
e You don't have to pay more than £10 for a pair of shoes there.
pick / little
f Are you saying it wasn't the boss who suggested a pay cut for his employees?
themselves / idea

4 In each gap in the following sentences (1–6) two of these adverbs could fit. Write the letters for two adverbs in each gap.

Example: 0: *d* *h*

a *sincerely*	f *outright*	
b *categorically*	g *really*	k *utterly*
c *strenuously*	(h *fiercely*)	l *faithfully*
(d *strongly*)	i *patently*	m *quite*
e *thoroughly*	j *genuinely*	n *wholly*

(0 The terms of the will were ..... contested.)
1 They both ..... denied that they had been in any way at fault.
2 It's ..... obvious that the boy has no interest in reading; why push him?
3 He promised ..... that he would return my camera before he left the country.
4 I reject ..... the suggestion that I have been negligent.
5 I ..... approve of sex education in schools.
6 I ..... hope that one day we shall meet again in different circumstances.

5 Choose just one of the three adverbs given to complete each of these sentences.

1 I found the whole experience .....
embarrassing.
blatantly hotly acutely
2 One or two of the class were ..... rude.
perfectly downright entirely
3 I ..... resent being called working class.
sharply fully bitterly
4 Their second goal was ..... off-side.
seriously blatantly wholly
5 The whole team were ..... confident.
abundantly downright supremely
6 I ..... doubt whether we will ever see him again.
seriously totally completely
7 He ..... understands the seriousness of the charges.
greatly deeply fully
8 She was ..... absent from the staff meeting.
downright thoroughly conspicuously
9 I was ..... disgusted by their behaviour.
thoroughly bitterly glaringly
10 It should be ..... clear that we are all under pressure.
conspicuously abundantly fully

Exam practice 12

1 *Fill each of the numbered blanks in the passage with* **one** suitable word.

It was just before midnight, not the ..... (1) of times for thinking clearly, ... (2) there was a knock on the front door. ..... (3) the doorstep was a man in his late thirties, deeply apologetic and in clear distress. He had noticed that my light was on and hoped I would forgive him bothering me. ..... (4) had happened was that his daughter had been in an accident and was in hospital. The ..... (5) was he had no money for a taxi to get there and desperately needed the £9 fare. He would be back the following morning to repay it. I ..... (6) it a bit strange because, not long before ..... (7) had been a virtually ..... (8) story reported in the paper. On ..... (9) of that, and incredible ..... (10) it may seem, a colleague had recently been telling me that a man had knocked on his door with a story about... you've guessed it: accident, hospital, no money, back tomorrow. ..... (11) it was the same man was obvious: the same thing happening three times had to be more than purely ..... (12). Like all conmen (they usually are men), ... (13) he relies ..... (14) is the victim's compassion: ..... (15) pay up is a natural thing to do because you feel sorry for him, even if it is sometimes against your better ..... (16). You may have more than a sneaking ..... (17) that his story is false, but ..... (18) is the nagging doubt in your head that he may actually be in genuine trouble, plus the fact that to refuse would appear downright ..... (19), ... (20) is enough to make you hand over the cash.

SCORE _____

2 *Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.*

a I fully intend to pay you before the end of the month.
I have every .....

b I explained what had happened but they totally refused to accept what I said.
They found .....

c I dislike journalists because I distrust their motives.
My .....

d We would be extremely grateful if you could reply as soon as possible.
A prompt .....

e People are constantly threatened by violence in some large cities.
There is .....

f She recovered from her illness quite rapidly.
She made .....

g The stadium capacity has been considerably expanded following the rise in the number of spectators.
The rise in the number of spectators has led to .....

h You can find out more about the programme schedules by writing to the BBC.
To obtain .....

i What persuaded me to resign was that I was not being given credit for my achievements.
It .....

j I'm enormously relieved you're safe.
It .....

SCORE _____

3 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

a I thought she looked rather unwell.
struck .....

b In the end we found out that we'd been in the wrong place all along.
turned .....

c Not until the following week did we realise what had happened.
wasn't .....

d I can't see very well as a result of the accident.
poor .....

e So completely incompetent was this secretary that we lost heaps of invoices.
rank .....

f Only the fact that he was so determined enabled him to finish the race at all.
sheer .....

g As a rough guide, use three parts oil to one part vinegar.
thumb .....

h I've never really been able to follow all the details of the argument.
outs .....

SCORE

4 Choose the word or phrase which best completes each sentence.

1 The whole holiday turned out to be an ..... disaster.
A unmatched **B** unmitigated **C** undiluted **D** unmindful

2 Any involvement in the accident was ..... denied by all the children.
A seriously **B** blatantly **C** conspicuously **D** strenuously

3 Her outgoing character contrasts ..... with that of her sister.
A sharply **B** thoroughly **C** fully **D** coolly

4 It was ..... clear to me what they meant by their cold manner.
A blatantly **B** fully **C** abundantly **D** acutely

5 Mozart's mature compositions are ..... better than his juvenilia.
A strenuously **B** utterly **C** flatly **D** significantly

6 The racing driver handled the corner with ..... skill.
A consummate **B** comprehensive **C** confirmed **D** compulsive

7 Although the conditions weren't ideal for the walk, we decided to ..... a go of it.
A make **B** do **C** run **D** carry

8 The ..... and file supporters of the party were cheered by the election result.
A ordinary **B** rank **C** division **D** lowly

9 My father is forever finding ..... with the way I dress.
A error **B** mistake **C** blemish **D** fault

10 I thought the bill for just two people was simply ..... .
A exhaustive **B** exorbitant **C** execrable **D** exalted

11 There you are: the ..... person I was looking for.
A utter **B** correct **C** ever **D** very

12 In time-honoured ....., the chairman offered a toast to the shop-floor workers.
A protocol **B** way **C** fashion **D** procedure

SCORE

TOTAL SCORE

Unit thirteen

Reported speech

Entry test

1 In the following extract from a composition, circle the underlined verbs that are not in a correct form.

In a recent report on hygiene in shops and restaurants, it is claimed (1) that over 40% of the establishments involved in the survey fell (2) below acceptable standards. One butcher quoted in the report even boasted that several of his customers have become (3) ill after eating chicken bought at his shop. When one of the customers complained, she was told that it can't have been (4) the chicken but anyway she should have washed (5) it thoroughly under the tap before she cooked it. The butcher conceded he had acted (6) somewhat irresponsibly but seemed happy to admit that he will sell (7) the same chicken in the future if it was ever necessary. All this is rather worrying. Of particular cause for concern is the attitude expressed by a chef at an expensive restaurant who related how he had once served (8) food reheated from three-day-old left-overs and sold it at a vastly inflated price. The author of the report, interviewed on television, said that as a result of his studies he came (9) to the conclusion, that the more you pay (10) for a meal, the more likely you are to get ill.

SCORE

FOR TENSES IN REPORTED SPEECH, SEE SECTION 1.

2 Finish each of the following sentences in such a way that it is as similar as possible to the sentence printed before it.

EXAMPLE: 'Yes, that's right. I've booked a room for two nights,' said the man on the telephone.
The man on the telephone confirmed *that he had booked a room for two nights.*

a 'I'm sorry I shouted at you,' Ruth said to Rita.
Ruth apologised .....

b 'Look Tim, you really shouldn't get so angry with people,' said the receptionist.
The receptionist told .....

c 'I'm really grateful for all the help you've given me over the last few days,' the boy told his parents.
The boy told his parents he .....

d 'If you will agree to help me on this, I'll see what I can do about your working hours,' my previous boss told me.
My previous boss promised .....

e 'If you can't get here today, what about tomorrow?' my mother asked me on my birthday.
My mother wondered .....

f 'Do you think you might be able to get the money by this evening?' the shop owner enquired.
The shop owner asked me .....

g 'I'd rather you didn't tell anyone about it yet,' my wife said.
My wife asked me .....

h 'Don't worry, I'm not really going to take all your money,' laughed the man.
The man reassured me he had .....

i 'I'm afraid I am not in a position to lend you any money at the moment,' said the manager, 'though I would if I could.'
The manager said that .....

j 'But you really must come and stay with us for the weekend,' said Philip.
Philip insisted .....

SCORE

FOR TENSES IN REPORTED SPEECH, SEE SECTION 1. FOR REPORT STRUCTURES, SEE SECTION 2.

TOTAL SCORE

OVERVIEW

1 GRAMMAR AND VOCABULARY CHANGES

When we report what somebody says or thinks, we commonly make changes in vocabulary and grammar:

Reason	Changes	Examples
We are reporting what somebody else said.	change personal pronouns, or use other nouns to make the reference clear	*'I love **you**.'* becomes: *He said **he** loved **me**.* *'**You**'re being ridiculous.'* becomes: *He told **Roula** she was being ridiculous.*
We are reporting the original saying or thought in a different place.	change words referring to place or other things that are no longer there	*'I love it **here**.'* becomes: *She told me she loved it **by the sea**.* *'Hey! Look at **this**!'* becomes: *She drew **my attention to the headline in the paper**.*
We are reporting the statement at a different time.	change tenses and words referring to time	*'I only got here yesterday.'* becomes: *She said she **had** only **got** here **on Wednesday**.* *'I'm coming **tomorrow**.'* becomes: ***He said he**'s coming **today**.*

2 REPORTING ORDERS AND QUESTIONS

- We usually report orders using verbs such as *ask, tell, forbid*, etc. with a *to*-infinitive:
  *He told me **to be there at nine o'clock sharp**.*
- We report questions using verbs such as *ask, want to know*, etc. with *wh*-clauses or *if*-clauses (see Section 2):
  *He asked me **where I'd been**.*
  *She enquired **whether I wanted to wait for a reply**.*

3 FLEXIBLE CHANGES

The changes we make to tenses and vocabulary when reporting are not fixed transformations. The possible variations in who we are talking to, and where and when we are speaking, mean we must be flexible. All references to place and person and time, including tense, must make sense to the speaker and listener at the time and place in which they are speaking. Here are some examples to show how report words and structures can change according to the situation:

Situation	Report	Original
Person joins a group of people chatting at a party	*'Hello. I **was just saying to** George **here** that they'**ve given** the go-ahead for that new airport.'*	*'They've given the go-ahead for that new airport.'*
Shouting to somebody in another room	*'What did you say? I can't hear you.' '**I said your** dinner's ready!'*	*'Your dinner's ready!'*
Impatiently waiting for somebody	*'**He said he would be here** at eight o'clock.'*	*'I promise I'll be there at eight o'clock.'*
Sitting in a café, telling a friend about a long discussion you had a couple of days ago with a colleague	*'Anyway, **then she said she was thinking** of leaving work and going abroad for a year.'*	*'I'm thinking of leaving this place. I may **spend** a year abroad.'*

SECTION I

Tenses in reported speech

1 TENSES OF THE REPORT VERB

Because we usually report what was said in the past, we normally use a Past tense for the report verb:
Last night in a television address, the President ***claimed*** *he'd done nothing wrong.*

- We use a future form to guess the future:
  I'm sure he'll say he's too tired.
  What do you think the judge's decision ***is going to*** *be?*
- We often use Past Continuous to report gossip, or to repeat what somebody else has just said:
  Nikos ***was saying*** *you're thinking of leaving.*
- We may use a report verb in a Present tense if we feel the original statement is still relevant:
  John ***says*** *he's on his way and will be here in twenty minutes.* (= reporting a phone message)

2 REPORTING PAST TENSES

When reporting a statement or question that referred to the past, we commonly use Past Perfect:
*He told me he'****d been working*** *all day.* (= original: *'****I've been working*** *all day.'*)

- Where the time relationship is obvious, we can report past events with Past Simple rather than Past Perfect:
  The palaeontologist claimed the world ***had begun / began*** *earlier than originally thought.*
- Sometimes, we keep the original tenses, especially if the report verb is Present tense. :
  Oh, by the way, Tony ***says he's going to be*** *a bit late.*
  He told me he's ***been working*** *all day.* (= reported the same day)

3 REPORTING PRESENT TENSES

We may use Past tenses to report Present tenses if they refer to things that are no longer relevant:
Jo said she ***felt*** *sick.* (= she isn't any longer)

- But, we can use Present tenses if the statement is still thought to be relevant:
  Jo said she ***is feeling*** *sick.* (= she still is)
- There can sometimes be a conflict between logical truth and grammatical habit when reporting situations that are still true at the time of reporting. If somebody asks your age, it is logical to report it (a short time later) as:
  He asked me how old I ***am****.*
- However, there is a strong grammatical tendency to keep the tenses in a sentence in agreement:
  He asked me how old I ***was****.* (and you are still the same age)
- Both are acceptable and there's no difference in meaning:
  They asked me where you ***live / lived****.*
  She told me she ***hadn't / hasn't*** *got much money.*
- If we don't believe the speaker, we use a Past tense:
  He claimed the Earth ***was*** *flat.*
  He told me he ***was*** *broke but I know he was lying.*

4 REPORTING MODAL VERBS

For many modal verbs (see Units 3 and 4) there is no difference between direct and reported speech:
'I ***might go*** *but I don't want to.'* becomes:
He said he ***might go*** *but he didn't want to.*
'You ***shouldn't have*** *eaten so much.'* becomes:
My wife said I ***shouldn't have*** *eaten so much.*

- Those that can change (if necessary) are:

Modal	Changes	Examples
can	becomes: ***could*** (or ***would be able to***)	*'****Can*** *I borrow your ball?'* becomes: *He asked if he* ***could*** *borrow our ball.*
must	becomes: ***had to*** or ***was / were to*** (to express obligation)	*'You* ***must*** *go back again later.'* becomes: *They told me* ***I had to*** *go back again later.*
will	becomes: ***would***	*'****I'll*** *come later.'* becomes: *She told me she* ***would*** *come later.*
may	becomes: ***might***	*'****I may*** *come.' becomes He said he* ***might*** *come.*
needn't	becomes: ***didn't need to*** or ***didn't have to / wouldn't have to***	*'You* ***needn't*** *go tonight.'* becomes: *He said I* ***didn't need to*** *go last night.*

? check

What are the likely original statements which these report?

a They said they would be at the station by ten.
b She said she had to wash her hair this evening.
c He tried to convince me that Goa was in Africa.
d She claimed she spent her childhood in Australia.
e She said she'd given up studying English and was going to get married instead.

Practice

1 Put a cross (✗) by any of the options below that cannot complete the sentence. Put a question mark (?) beside any that are possible but very unlikely.

a Tom just told me he *is / was* going home because he doesn't feel well.
b According to Shakespeare, life *is / was* nothing but a walking shadow.
c It's reported that there *has been / had been* a massive earthquake in Indonesia.
d Shakespeare wrote that all the world *is / was* a stage.
e Would you believe it, he's told the others he *has / had* passed Proficiency.
f Ali says *he'd / he'll* see you later.
g He told me just now he *is / was* definitely going to resign.
h My mother was always saying that you *can / could* take a horse to water but you *can't / couldn't* make it drink.

2 Fill each of the numbered gaps with one suitable word.

It was quite an emotional day, I ..... (1) admit. A few of the younger clerks just ..... (2) me good luck and ..... (3) I would be happy in my new job. Some of the farewells from older colleagues were quite touching; one said I ..... (4) been a kind of model for him, ... (5) I ..... (6) rather nice. The managing director made a speech at lunchtime, the usual gushing stuff about all I ..... (7) done for the firm, how much I had ..... (8) to its ethos and how the place ..... (9) be the same without me. Fortunately he omitted to recall a conversation in which he had ..... (10) me an incompetent idiot who ..... (11) deserve to be working in a company as good as his. When it was my turn to respond, I couldn't believe the clichés I ..... (12) out with: about what a pleasure ..... (13) had been to work in a firm that ..... (14) such high standards and ..... (15) stand comparison with any company in the country; about how I ..... (16) miss everybody and how I really ..... (17) their kindness in presenting me with a pen. The cleaning lady was the last person ..... (18) say goodbye to me. She just said she'd always ..... (19) me as a gentleman. I thought that ..... (20) sweet.

3 Write the appropriate form of the verbs in brackets. More than one form is often possible.

Example: He asked me if I (**be**) going to the party tonight. *am, was*

a William says he (**want**) to be a policeman when he grows up. .....
b Jenny called after me to ask if I (**be**) going to the party the following evening. .....
c At lunchtime my wife called to ask me where I (**be**) all morning. .....
d She called me on my mobile and asked me where I (**be**). .....
e She demanded to know why I (**not come**) home last night. .....
f She demanded to know why I (**not come**) home the night before. .....
g Nikos asked if I (**ever visit**) Thessaloniki before. .....
h The teacher wanted to know if I (**can take**) his class for him that evening. .....

4 Report what the assistant said to you in each shop when you were hunting for a particular piece of computer software.

Example: John Brown's Software Store: 'I've never heard of that particular product. I'm not sure it exists.' *In John Brown's Software Store the man said he'd never heard of the product, adding that he wasn't sure it existed.*

a Softly Softly: 'We don't actually stock what you want but there is a shop down the road that does.'
b Disk Jockey: 'We normally keep them but we've had a run on them and I'm afraid we've sold out. We're expecting some in sometime next week.'
c Apple Core: 'We only deal with Apple Mac, so we won't be able to help you.'
d Surf'n Byte: 'We've got something very similar but I can't guarantee that it will do what you want it to do.'
e Graphics Unlimited: 'I think there's a place not far from here where they may be able to help you. A friend of mine bought something similar from them last week.'
f Softly Softly: 'You were here a few hours ago. We still don't stock them.'

SECTION 2

Report structures

1 *THAT*-CLAUSES AND *WH*-CLAUSES

We use *that*-clauses to report statements:
*Jo suggested **that I should go** to see the film.*

- We can also use *that*-clauses to report statements which include *wh*-clauses:
*She remembered **that what was strange** was that the caller refused to leave his name. She claimed **that whether we stayed or not** made no difference to her.*

2 *WH*-CLAUSES

We use *wh*-clauses to report questions with *wh*-words (*why, when,* etc.):
*The department manager asked me **when I was thinking of leaving.** Our neighbours wanted to know **where we were going on holiday.***

watch out!

The word order is normally subject–verb, not verb–subject as in direct questions. There is no question mark:
✘ ~~*He asked me how did I manage it?*~~
✓ *He asked me how I **managed** it.*

3 *IF*-CLAUSES

We use *if*-clauses to report yes / no questions:
*My mother just rang to check **if I was coming.***

- We can also use *if / whether* in *that*-clauses to report conditionals, or statements which talk about alternatives:
*She said **that if we were staying,** she'd have to make up the spare bed.*

4 INFINITIVE AND *-ING* FORMS IN REPORTING

We can report statements, orders and questions with verbs followed by a *to*-infinitive, with and without an object:
*She **promised / offered** <u>to come</u> **with** us.*
*She **advised me / warned us** not <u>to go</u> with them.*

- We can also use report verbs followed by *-ing*. Sometimes we need a preposition:
*He **admitted / recalled her** <u>taking</u> the money.*
*We **apologised for / accused her of** <u>taking</u> the money.*

- Note we can use a number of structures:
*He **agreed that** it was a good idea / **to marry** her / **with** me / **to** her **marrying** him.*
*I **advise** you **to go** home / **that** your rent is due.*
*I **advise taking** the pills / **against** going there.*

5 IMPERSONAL REPORTS

We can report what people generally say or think using passive report verbs. There are two structures – *It* + *that*-clause, or subject + *to*-infinitive:
*It's reputed **that he's worth £100 million.***
*He's reputed **to be worth £10 million.***

- Here are report verbs we use in the same way:
know rumour report say believe suppose feel
- Some verbs, e.g. *suspect* and *hint*, can't be used with a *to*-infinitive structure:
*He is suspected **of being guilty of cheating.***
*It's been hinted **that he's worth even more.***
- Here are examples of report verbs we can use only in the structure *It* + *that*-clause:
suggest learn accept announce argue hope

6 SUMMARISING IN REPORTED SPEECH

When we report what people generally say or think, we commonly summarise the original statement. The aim is to report the meaning, not the exact words:

Original	Report
'I don't know. Maybe I'll give up work for a while. I'm fed up with this job anyway. What I really want to do is to travel overseas a bit. A year, maybe.'	*Anyway, she said she was thinking of leaving her job and going abroad, possibly for a year.*

7 ADDING PERSONAL COMMENTS

When reporting, we may add details and give our reaction, e.g. by using a particular report verb. In this example, these interpretations are in bold:
*She **was going on about** leaving, **which I thought was strange.** She **even** said **something about** travelling, **which in my opinion would be a complete waste of time.***

? check

Add the missing word in each of these examples.

a Sylvia said ..... she hadn't got enough time.
b We enquired ..... or not they were staying.
c She asked ..... I would stay long.
d The firemen told us ..... leave the building.
e My father asked me ..... I intended to do.

Practice

1 Match the comments, (a–e) with the openings 1 (1–5). Make a report combining the two.

Example: I didn't know... 'Are you really going to Siberia?'
I didn't know *you were going to Siberia.*

1 'The president wanted it to be known ...	a 'Why haven't you got a road tax disc?'
2 Fortunately Jane let me know ...	b 'I don't care whether you come or not.'
3 The police wanted to know ...	c 'Do you know when we're meeting next?'
4 My angry boyfriend wanted me to know ...	d 'I won't be able to pick you up.'
5 A client just wanted to check ...	e 'I am definitely not resigning.'

2 Underline all the options that can complete each sentence.

1 My lawyer ..... me to be on time.
a wanted **b** offered **c** asked **d** told
2 Many people ..... to help.
a offered **b** agreed **c** didn't mind **d** promised
3 Their teacher ..... against talking to strangers.
a advised **b** recommended **c** suggested **d** warned
4 My girlfriend suggested ..... alone.
a I go **b** going **c** I went **d** to go
5 Many people ..... on Rita's new hairstyle.
a complimented **b** talked **c** commented **d** remarked
6 In the end they agreed to our ..... two teams for the tournament.
a entered **b** enter **c** entry **d** entering
7 I tried to ..... Tara from having her nose pierced.
a persuade **b** discourage **c** encourage **d** dissuade
8 The actress ..... to having had first-night nerves.
a admitted **b** agreed **c** accepted **d** confessed

3 Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

a A man called Jorgé is allegedly the ringleader..
A man called Jorgé is suspected .....
b People say the alleged terrorist is leaving the country tomorrow.
The alleged terrorist is believed .....
c People say the total amount collected is nearing £100,000.
The total amount collected is reckoned .....
d It's often said that science has done more harm than good.
Science is often .....
e The government has been dropping hints to the effect that unemployment benefit may have to be cut.
In government circles it .....

4 Rewrite each sentence in two ways, a and b. You will need to use *that*-clauses, *wh*-clauses, infinitive clauses or *–ing* clauses.

Example: 'I've done nothing to be ashamed of,' she sobbed.
a She denied *having done anything to be ashamed* of.
b She refused to admit *that she had been in any* way responsible.

1 'I'll be there with you lot before you can blink,' the sergeant told them.
a The sergeant said ..... next to no time.
b The sergeant promised ..... a matter of minutes.

2 'I don't think employees should be forced to work overtime,' he said.
a He disapproved ..... made to work overtime.
b He was opposed ..... obligatory.

3 'Either you hand over those photos, or I'll tell the Tax Office everything.' B J said to her.
a B J threatened ..... photographs.
b B J said that he ..... have the photos.

4 'Do I really need to stay?' she said.
a She enquired ..... stay.
b She asked to be ..... leave.

5 'I have been unfairly treated,' the number nine complained.
a The number nine felt ..... treated.
b The number nine claimed to ..... treatment.

Unit thirteen

Vocabulary

SECTION 3

Quoting, reporting and interpreting

1 REFERRING DIRECTLY TO OTHER PEOPLE'S WORDS

We can use a number of phrases or structures to refer to what other people have said or written:

__According to__ the Chancellor, a tax increase is unavoidable.
__In the words of__ Shakespeare, 'All the world's a stage'.
__To quote__ Julius Caesar: 'I came, I saw, I conquered'.
As the Prime Minister __has it__, 'Things can only get better'.
Beckett __once wrote__ that people were 'bloody ignorant apes'.
__To paraphrase__ Abraham Lincoln, we're not all idiots all the time.

2 INANIMATE OBJECTS CAN SPEAK

It's not only people who say and tell us things. We can talk about written materials in a number of ways:

'What came in the post, dear?' Oh, the usual stuff. __The Sun says__ it's time to forget we're Europeans. And there was __a leaflet offering__ four CDs for the price of one. And __a letter__ from WD Autos __reminding us__ that a service is due on the car. And __a circular__ from the Town Hall __telling us__ that our house is to be demolished. And __a note__ from my boss __saying__ I've been fired.

3 CASTING DOUBT ON WHAT PEOPLE HAVE SAID

We may wish to cast doubt or uncertainty on what has been said. We can use different phrasing:

__If he's to be believed__, he's on his way out. __They're saying that__ he's on his way out. __I gather / I understand / I hear__ he's on his way out. __He is supposed to__ be on his way out. __There's a rumour going around that__ he's on his way out. __The word is that__ he's on his way out.

1 Fill each gap with one of the words listed.
unconfirmed spies rumour bird apparently

a ..... has it that he's leaving.
b My ..... tell me you're going.
c A little ..... told me you're emigrating.
d ..... this is her third marriage.
e ..... reports say she's resigning.

4 INTERPRETING THE MEANING OF WHAT HAS BEEN SAID

Sometimes, as the listener or reader, we interpret what we hear or read. We can use a number of verbs and common phrases:

__I infer from__ your letter that...
The only possible __inference__ is that...
Your comments __imply__ that...
__From the tone of__ your letter I __conclude__ that...
I feel bound to __interpret__ your comments __as__...
__Judging by__ your reply, you...
What you are __saying in so many words__ is that...

2 Fill each gap with one of the words listed.
denote read signify dropping driving take

a What does this line from 'Hamlet' ..... ?
b If I ..... between the lines, ...
c A colon can ..... a list is to follow.
d I think he was ..... a hint.
e I couldn't see what he was ..... at.
f ..... what he said with a pinch of salt.

5 VERBS THAT INDICATE HOW SOMETHING IS SAID

We can use a number of verbs (and related adverbs) to indicate the purpose or effect of speakers' or writers' words:

He __stated__ categorically that he was innocent.
He __maintained__ throughout that he had done nothing wrong.
He __challenged__ the authenticity of the papers.
He __questioned__ the people's right to doubt his sincerity.

- Other verbs that indicate the person's attitude include:
  (utterly) __repudiate__ __assert__ __confirm__ __clamour__ (for) (openly) __confess__ (to) __doubt__ __demand__ __recollect__ __allege__ __reminisce__ (proudly) __proclaim__ __suspect__

6 NOUNS THAT SUMMARISE WHAT HAS BEEN SAID

If we know what was said previously, we can summarise it with a noun:

He has repudiated all the recent __allegations__.
She continues to deny their __accusations__.
We cannot possibly meet their __demands__.
Their __claims__ border on the ludicrous.

- Common nouns that act like this include:
  __comments__ __remarks__ __statements__ __queries__ __criticism__ __praise__ __compliment__ __attack__ __recollections__ __protest__

Practice

1 Fill each of the gaps in the dialogue below with one of the verbs listed in an appropriate form.

read imply quote put infer jump make judge conclude interpret assume confirm

ME If I ..... (1) between the lines, you're ..... (2) that I'm incompetent.
BOSS No, I wouldn't say that. You're ..... (3) a false interpretation on what I said.
ME So, I shouldn't ..... (4) in any way from your remarks that you want to get rid of me, then?
BOSS ..... (5) what you will of my comments.
ME I ..... (6) from what others are saying that you think things have been getting rather slack. And your monthly report ..... (7) that. According to that, I'm useless.
BOSS I think you're being over-sensitive.
ME But others have ..... (8) your text in the same way.
BOSS They're just ..... (9) to conclusions.
ME ..... (10) by your comments I think I can safely ..... (11) you wouldn't be averse to losing me.
BOSS To ..... (12) somebody or other: 'No one's indispensable.'
ME Enough said.

2 Underline the option, a, b, c or d, that best completes each sentence.

1 The police ..... me about my missing road tax disc.
a suspected **b** accused **c** queried **d** questioned
2 He will be hard pressed to ..... these latest allegations.
a refute **b** restrain **c** object **d** dissent
3 We'll have to take what he says on ..... .
a trust **b** faith **c** belief **d** confidence
4 Coming from him that is ..... indeed.
a praise **b** congratulations **c** comment **d** compliment
5 What did you infer ..... what he said?
a from **b** up **c** of **d** out
6 Don't ..... me, but I think most modern art is a load of rubbish.
a report **b** paraphrase **c** quote **d** attribute
7 What ..... does this word have in this context?
a connotations **b** purposes **c** meanings **d** proposals
8 They say that under pressure from the authorities Galileo ..... .
a repudiated **b** rebutted **c** recanted **d** renounced
9 Under pressure from his peers, Big Billy ..... .
a denied **b** admitted **c** confessed **d** withstood
10 I think we can take what he says with a ..... of salt.
a grain **b** pinch **c** carton **d** speck

3 Fill each of the gaps in the following sentences with one suitable word.

Example: I couldn't work *out* what his message was.

a What did you make ..... what he said?
b I couldn't make ..... what he had written.
c I think she saw ..... his promises immediately.
d His assurances certainly didn't take me ..... .
e I couldn't make head nor ..... of what he was saying.
f I'm afraid his lecture on astrophysics went right over my ..... .
g There was so much information being thrown out I just couldn't take it all ..... .
h How would you sum ..... what he said?
i I still have no idea what he was getting ..... .

4 Rewrite the following sentences using the one, two or three prompt words that follow.

Example: My mother really scolded me. **real**
My mother gave me a real telling off.

a She insisted that I should be silent.
silence
b She talked to the others about me behind my back.
spread / gossip
c He denied categorically that he had been involved.
denial / involvement
d He issued an ultimatum that the others ignored.
paid / demand
e When she put her foot down regarding his time-keeping, he acquiesced.
strong / toe
f When he announced the redundancies, everyone was astonished.
announcement / caught
g He criticised us constantly until we just had to retaliate.
kept / at / answer
h He mocked her mercilessly until she simply blew her top.
merciless / resulted / temper

SECTION 4

Communicating

1 USING WORDS TO SHOW THE WAY WE SPEAK

We use many verbs to show how people say something. They can often be used as nouns:

'It's your fault,' she ***sobbed / grinned / sneered.***

- Here are examples of verbs we use in this way:
  mutter shout scream whisper bark bellow cry

1 Tick (✓) the verbs that suggest quiet speaking; put a cross (✗) beside those that sound loud.

mumble shriek mouth yell roar howl purr

2 ADDING WORDS AND PHRASES TO SHOW HOW THINGS ARE SAID

As well as using particular verbs to show how people say something, we can add adverbs and adverbial phrases:

'I didn't mean it to happen,' he said ***defiantly / tearfully / grim-faced.***

'It'll be all right,' he said ***in a conciliatory manner / in typical fashion / in a mysterious way.***

'I've had enough,' he said ***in a whisper / in a strangely muted tone of voice / under his breath.***

'Who cares?' he said ***with a smirk / with a shrug of his shoulders / with a shake of his head.***

2 Write in the missing preposition.

'What?' he said ..... the top of his voice / ..... a high-pitched voice / ..... a joke / ..... afar / ..... a frown / ..... himself / ..... a whim.

3 USING PHRASAL VERBS

We can use many phrasal verbs to express how people say or write something. For example, with the verb *come* we have:

come out with *(a rude word)* ***come up with*** *(a good idea)* ***come back with*** *(a sharp response)* ***come across*** *(as a coherent speaker)* ***come in for*** *(a lot of criticism)*

- With the verb *put*, there are even more possibilities:
  put forward *(a suggestion)* ***put across*** or ***put over*** *(your message)* ***put in*** *(a claim)* ***put someone down*** *(with a sarcastic comment)* ***put out*** *(a statement)*
- Phrasal verbs are useful in showing how a speaker expresses himself / herself:
  She suddenly ***blurted out*** *the truth.*
  He ***spoke out against*** *her sacking.*
  He ***reeled off*** *a long list of reasons.*
  He ***sounded off*** *about the lazy students he had.*
  She only briefly ***touched on*** *the heart of the problem.*

3 Complete each sentence with a particle or preposition.

a Speak ..... ! I can't hear you.
b Do I need to spell it ..... for you?
c I'm sorry. I'd like to take ..... what I said.
d He read ..... a prepared statement.
e We shouldn't dwell ..... our mistakes.
f To sum ..... , I'm calling ..... a completely fresh approach.

4 IDIOMATIC PHRASES

There are many idiomatic phrases associated with communicating. Here are some examples:

Don't ***beat about the bush.*** ***Give it to me straight.*** *She* ***let the cat out of the bag.*** *She* ***gave the game away.***

He ***came clean.*** *He* ***let it be known*** *that he was unhappy.*

He ***ad-libbed.*** *He spoke* ***off the cuff.***

Off the top of my head, *I'd say ...*

4 Use one of the words to complete each sentence.

gab confidence secret point cross plain words shop syllable spit

a Get to the ..... .
b ..... it out!
c I'll tell you in words of one ..... .
d He took me into his ..... .
e I'm not going to mince ..... .
f I'll tell you in ..... English.
g Do I have to dot the i's and ..... the t's for you?
h She let me in on her ..... .
i They talked ..... all evening.
j She's got the gift of the ..... .

Practice

1 Replace a 'speaking' verb (underlined) with one of the words or phrases listed. The meaning of the sentence must not be changed.

Example: 'Shoot as soon as they come round the corner,' Bond <u>whispered</u>. *breathed*

(breathed) said under his breath enquired snapped roared chanted said with a smirk chortled declared hinted admitted stammered shrieked

a 'Get out of my office!' he bellowed.
b 'Can I help you in any way?' she asked.
c 'Was it 20 or 25% you got in the test?' he sneered.
d 'That's so typical of my young grandson,' the old man chuckled.
e 'You'll regret this,' he muttered.
f 'I want you in my office in two minutes,' he said angrily and sharply.
g She confessed that she had been economical with the truth.
h 'You did what?' he exclaimed loudly.
i 'Jobs not hand-outs! Jobs not hand-outs!' they repeated together.
j He insinuated that things had gone wrong because of me.
k 'But, but, but. But surely not!' he stuttered.
l She announced that she would be leaving within the month.

2 Fill each gap in the sentences below with one word.

a 'Let's not speak ill ..... the dead.' she said under her breath.
b She poured ..... her heart to him.
c He blurted ..... the names of his accomplices with a shrug of his shoulders.
d The third candidate clammed ..... , either through nerves or stubbornness.
e Don't keep me ..... the dark any longer. Tell me what's going on.
f He reeled ..... the names of all the people involved by heart.
g They'll be trying to build this group ..... as the new Spice Girls, won't they?
h It says here ..... black and white that you have to give three months' notice.
i How do you propose to put your message ..... ?
j 'I just can't get ..... to my parents any more,' he said with a shake of his head.
k I feel gratified that you have confided ..... me.
l 'I'm sorry, I'd like to take ..... what I said,' she said tearfully.
m I think it's time I put you all ..... the picture regarding future prospects.
n The minister trotted ..... the usual assurances in typical fashion.
o He dredged ..... the normal accusations against the opposition.
p He dwelt ..... the past achievements of the government rather too long.
q Do you mind if I butt ..... ? It's just that this is item 17!!!

3 Rewrite each of the sentences using the prompt word given. This word must not be changed in any way.

Example: I'd like to make a few suggestions.
forward
I'd like to put forward a few suggestions.

a Can I give you an update on the latest figures?
fill
b The actor suddenly couldn't remember what he was supposed to say.
dried
c She found it impossible to apologise.
herself
d She specifically stressed the need for absolute confidentiality.
emphasis
e I tried to dissuade him from making any rash promises.
talk
f I finally managed to persuade her to sell her collection.
talk
g I couldn't work out what he was trying to say.
driving

4 Fill each of the numbered blanks in the passage with one appropriate word.

I'd like to ..... (1) off by telling you some things to do and some definitely not to do. First of all, ... (2) up; don't mumble. Speak at normal speed, perhaps slightly slower; don't gabble. Don't just trot ..... (3) a series of statistics. ..... (4) to your notes, of course, but don't just read them ..... (5). Maintain eye contact with your listeners. Don't go ..... (6) too long; no guest should overstay their welcome. In any presentation there will be a number of points you can just ..... (7) on rather than go ..... (8) great detail about. Don't forget the need to paraphrase and summarise with expressions like 'in ..... (9) words' or 'if I could put it ..... (10) way'. If someone calls ..... (11) or butts ..... (12) while you're in ..... (13) flow, don't get tongue-tied. Wait, and then come back ..... (14) a light-hearted response. Don't, whatever you do, get involved in a running ..... (15) of words or, worse, a slanging ..... (16) with one particular member of the audience. And don't patronise any questioner; no one likes being talked ..... (17) to. When it comes to question and answer time, try to stick to the point, try not to come out ..... (18) too many clichés. Be careful not to talk yourself ..... (19) a corner; it's very easy to start going ..... (20) in circles.

Exam practice 13

1 Fill each of the numbered blanks in the following passage with **one** suitable word.

The chance to 'get away from it all' is often ..... (1) as a reason for choosing to live on an island. Many feel ..... (2) there is something appealing about running up a metaphorical drawbridge against the world. Experienced islanders ..... (3) uproariously at such idealism, ... (4) off a long list of reasons why it is nonsense. People, ... (5) is claimed, can feel more isolated in deep countryside than they would on an island. One hill farmer in the north of Scotland, whose only company in winter was the odd passing helicopter, ... (6) to feeling suicidally lonely at times, ... (7) his lifestyle to living on the moon. By contrast, isolation tends to bind island communities together. One old woman who had spent her whole life on Easdale in the Inner Hebrides, ... (8) out that there was no place to hide on an island which meant that you ..... (9) to face your mistakes. ..... (10) she said, you can't avoid people when you have to sit next to them on a ferry the following day. 'You can't get away with anything,' she laughed. On the other hand, many claims are ..... (11) that the social life is better than on the mainland, with people forever popping into each others' houses for a ..... (12). Off Scotland, though, the weather can be a problem in winter, ... (13) to a resident novelist who advises ..... (14) to even think about moving to an island if you are addicted to comfort. 'Mind you,' she said, 'hundreds of people tried to ..... (15) me from moving here and I'm very glad they failed.'

SCORE _____

2 Finish each of the following sentences in such a way that it is **as similar as possible in meaning to the sentence printed before it**.

EXAMPLE: 'Yes, that's right. I've booked a room for two nights,' said the man on the telephone.
The man on the telephone confirmed *that he had booked a room for two nights.*

a It was my uncle who managed to persuade me not to study medicine.
I was .....

b 'I think your behaviour was at best ill-advised,' the policeman said to me.
The policeman told .....

c 'I'm really fed up with all the fuss people have made over the last couple of weeks,' the actress told the journalist.
The actress announced .....

d 'Will you be able to give me a lift in the morning?' Caryn enquired.
Caryn asked me .....

e 'If we can't afford to go to the USA this year, what about next?' Sue enquired.
Sue wondered .....

f 'If you promise to return it by the weekend, you can use my car for a couple of days,' Gina told me.
Gina agreed .....

g Most people accept that something has to be done about over-population.
It .....

h 'I think it is extremely unlikely that you'll be asked to give evidence,' said the lawyer.
The lawyer reassured me .....

i 'I'd prefer it if you didn't smoke while you're in the house,' my mother said.
My mother asked me .....

j 'I deeply regret the fact that I caused so much upset,' said Helen.
Helen apologised .....

SCORE _____

3 Complete the sentences with a suitable word or phrase.

EXAMPLE: The referee was criticised *for having* disallowed a perfectly good goal.

a The presenter annoyed me ..... on about how wonderful the programme was.

b The accused man categorically ..... had been anywhere near the scene of the crime.

c Italy is generally ..... being the birthplace of the Renaissance.

d Stonehenge is reckoned ..... of the oldest monuments in Europe.

e Several people are suspected ..... helped the robbers escape.

SCORE _____

4 Circle the option, **A**, **B**, **C** or **D**, that best completes each sentence.

1 In his article, the writer ..... about the changing attitudes to Europe.
A talks **B** speaks **C** refers **D** comments

2 The boy ..... to having been writing graffiti on the walls.
A agreed **B** confessed **C** denied **D** accepted

3 In the course of the conversation he let ..... that he was going to be promoted.
A loose **B** float **C** drift **D** slip

4 If I were you, I'd ..... everything he says with a pinch of salt.
A make **B** admit **C** take **D** accept

5 I kept trying to suggest to her it was time to go but she refused to ..... a hint.
A drop **B** give **C** take **D** accept

6 Please don't ..... a word of this to anyone else: it's highly confidential.
A breathe **B** speak **C** pass **D** mutter

7 Reading between the lines of your letter, I ..... you are unhappy with our standard of service.
A imply **B** gather **C** interpret **D** maintain

8 The manager ..... any suggestion that his team was facing bankruptcy.
A renounced **B** reminisced **C** responded **D** repudiated

9 There were one or two ..... voices, although the majority were in favour of the proposal.
A acclaiming **B** clamouring **C** refuting **D** dissenting

10 It was very difficult to ..... what he was saying above the noise of the traffic.
A make out **B** make off **C** make of **D** make up

SCORE

5 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence but using the word given**. This word **must not be altered in any way**.

EXAMPLE: I'd like to make a few suggestions **forward**
I'd like to put forward a few suggestions.

a The teacher realised immediately that his story was made up.
through

b I can't understand a single word she says.
tail

c His analysis of the situation was far too complex for me to grasp.
head

d Most of all, the manager criticised his players for their attitude.
levelled

e I think most of her mistakes can be attributed to over-enthusiasm.
put

f Your assumptions are ill thought through and incorrect.
jumping

g We simply weren't prepared for their announcement.
caught

h My parents always refused to listen to my complaints about my sister.
ear

i Come straight to the point.
beat

j There is no way you are going to persuade me not to go on holiday with her.
talk

SCORE

TOTAL SCORE

Verb complementation 1

Entry test

1 Write a new sentence as similar as possible in meaning to the original sentence, but using the word given. The word must not be altered in any way.

EXAMPLE: When the gun went off accidentally, the bullet went through his foot. **shot**
The gun went off accidentally and he shot himself in the foot.

a They got on with preparing the house for the visitors.
busied

b The director is always extremely proud that he takes time to listen to his employees' complaints.
prides

c If you don't want to join in, that's fine by us.
suit

d You don't have to make a definite decision yet: think about it for a bit.
commit

e She stood up as straight as she could and looked down on us with contempt.
drew

SCORE _____

FOR REFLEXIVE AND RECIPROCAL VERBS, SEE SECTION 1.

2 Finish each of the sentences in such a way that it is as similar as possible to the sentence printed before it.

EXAMPLE: I wanted to climb to the top of the tower but the authorities refused.
I requested the authorities that *I be allowed to climb to the top of the tower but they refused.*

a The only possible cause of her illness was felt to be overwork.
It was concluded .....

b I tried to find out the method they used to achieve such a fine polish.
I asked .....

c My intention was that the party should remain a surprise until the last moment.
I meant the party .....

d My great uncle was found to be of African descent.
It was found .....

e They knew exactly what they were doing and that is surely undeniable.
You surely can't deny the .....

SCORE _____

FOR VERBS FOLLOWED BY *THAT*-CLAUSES AND ADJECTIVES, SEE SECTION 2.

3 Write a new sentence as similar as possible in meaning to the original sentence, but using the word given. The word must not be altered in any way.

a Nobody noticed the contribution the stage hands made to the production.
went

b I'll go mad if that noise goes on much longer.
drive

c Personally, I think his refusal to co-operate amounts to a breach of contract.
constitutes

d He wasn't hurt at all in the accident.
emerged

e I don't like to see so much machinery not working because of the recession.
standing

SCORE _____

FOR VERBS FOLLOWED BY DESCRIBING NOUNS OR ADJECTIVES, SEE SECTION 2.

4 Fill each of the numbered blanks in the following passage with one suitable word.

I dumped my bag ..... (1) the floor and sat down ..... (2) the table. The work was going quite ..... (3) but we all realised we would have to pull ..... (4) as a group and stop all the arguments if we were going to find a ..... (5) out of this mess.

SCORE _____

FOR VERBS USED WITH PREPOSITIONAL AND ADVERBIAL PHRASES, SEE SECTION 3.

TOTAL SCORE _____

OVERVIEW

1 TRANSITIVE AND INTRANSITIVE VERBS

Transitive verbs must be followed by an object. The object is usually the thing or person affected by the action. We can use intransitive verbs without an object:

✗ ~~*Dominic* ***kicked***.~~ ~~*When he fell flat on his back, I* ***laughed*** *him.*~~

✓ *Dominic* ***kicked*** *the ball. When he fell flat on his back, I* ***laughed***.

- Here are more examples:

Transitive	Intransitive
I think we ought to ***discuss*** *this matter as soon as possible, don't you?*	*Does the Loch Ness monster really* ***exist****?*
Can't you ***control*** *yourself just for five minutes?*	*I should* ***sleep*** *well tonight, after all that exercise.*
You really can't ***expect*** *him to stay silent for the whole trial.*	*The man is believed* ***to have disappeared*** *shortly after leaving the night club.*

- We can use some verbs both transitively and intransitively, sometimes with different meanings.

Transitive	Intransitive
After the match, he went home and ***walked*** *the dog.*	*He* ***walked*** *back from the penalty spot looking sheepish.*
You're not really going to ***leave*** *that mess all over the floor, are you?*	*After checking all the doors had been locked, he turned and* ***left****.*

2 STRUCTURES AFTER TRANSITIVE VERBS

As well as using nouns and pronouns as the object of transitive verbs, we can use noun clauses (see Unit 10):

I knew ***what he was going to say.***
I think ***that it's a waste of time.***

- Some transitive verbs can have two objects, the first of which is usually a personal object:
  Harry gave ***me a call*** *later that evening.*
  Pass ***me the salt****, would you?*
  I offered ***him what he had asked for*** *but he didn't hear me.*
- With some verbs, we can use either two objects or an object + prepositional phrase:
  I sent ***you the package****. I've sent* ***the package to you****.*
- With other verbs, e.g. *explain*, *report*, *describe*, we can only use object + prepositional phrase:
  ✗ ~~*He explained* ***me the procedure***.~~
  ✓ *He explained* ***the procedure to me****.*

3 STRUCTURES AFTER INTRANSITIVE VERBS

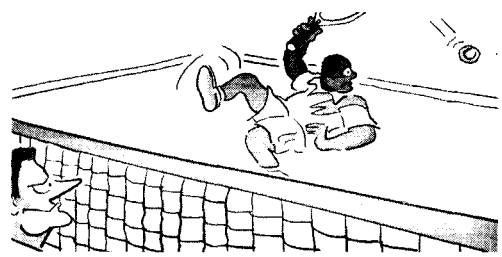
We can follow some intransitive verbs with prepositional phrases or words referring to place or time:

It occurs ***to me*** *that my licence is due for renewal soon.*
I used to live ***here****.*
They're coming ***tomorrow****, or so they say.*

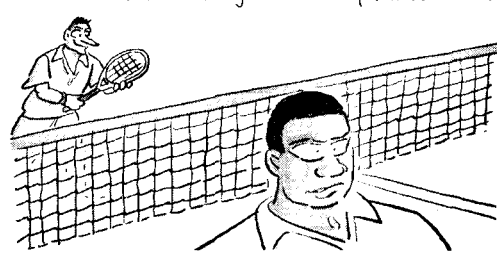
4 LINK VERBS

We can follow link verbs, e.g. *seem*, *sound* and *be*, with adjectives and noun phrases:

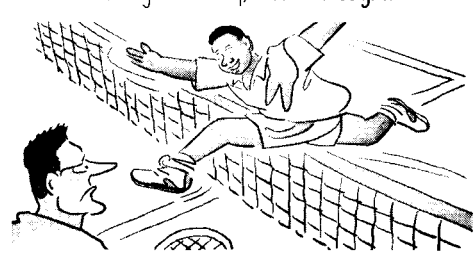
I must say I feel ***a little nervous*** *about the concert this evening.*
I'm frankly ***astonished*** *that someone so mediocre can end up as President.*
The whole thing seems ***a waste of time*** *to me.*



Jones **lobbed** the ball high and Vassily **fell backwards**.



Vassily **walked** back to the baseline. 'I should **win** this game easily,' Jones **thought**.



'I'm a little nervous but if I **concentrate**, I'll **win**,' Vassily **said** to himself. He **won** the match.

SECTION I

Reflexive and reciprocal verbs

1 GENERAL USE

We can use most transitive verbs with reflexive pronouns (*himself, ourselves*, etc.) when the meaning is appropriate:

*The driver **blamed himself** for the accident.*
*The escaped prisoner **turned himself in** to the police.*

- *Behave* is normally intransitive but we can use it transitively with reflexive pronouns:
  *The boys **behaved themselves** very well.*

2 VERBS THAT ARE ALWAYS REFLEXIVE

A very few verbs are always followed by reflexive pronouns:

*He **busied himself** cleaning the room.*
*You'll have to **content yourself** with second place.*
*They **prided themselves** on their performance.*
*They **availed themselves** of the free coffee.*

3 VERBS THAT ARE COMMONLY REFLEXIVE

The following examples show verbs, including phrasal verbs, that we commonly use with reflexive pronouns:

*He **proved himself** to be unreliable. Don't **kid yourself**: he's completely untrustworthy. **Pull yourself together**! If you don't stop working for a bit you'll **wear yourself out**.*

- Other verbs that we commonly use reflexively include:
  assert distinguish commit exert repeat suit

4 VERBS THAT CHANGE THEIR MEANING WHEN USED REFLEXIVELY

A few verbs change their meanings when used with reflexive pronouns:

Meaning 1	Meaning 2
*Bach **composed** an enormous amount of music.*	*The witness took a deep breath and **composed himself**.*
*Can you **explain** what you mean?*	*I think you need to **explain yourself**.*
*Have you **applied** for the job yet?*	*You'll have to **apply yourself** to the work more.*
*They **expressed** their disapproval.*	*Doesn't he **express himself** well!*
*Do you **enjoy** watching golf on TV?*	*Did you **enjoy yourself** last night?*

5 VERBS NOT USED REFLEXIVELY

Some verbs are commonly reflexive in some languages but are generally used intransitively in English:

*He **got up**, **washed** and **shaved**.*

- We may use these verbs reflexively for emphasis:
  *He got up and **washed himself** and got dressed.*
- Other verbs we use in this way include:
  adapt dress undress hide

6 RECIPROCAL VERBS

We use some verbs that involve two or more participants (*crash, marry*) intransitively when it's clear who the participants are. In many other languages these verbs have an object or reflexive pronoun:

*We **disagreed**, we **fought**, then we **kissed** and **made up**.*

- Here are more examples of verbs we use this way:
  embrace argue touch fall out compete meet chat negotiate quarrel haggle divorce split up talk collide shake hands
- We sometimes use *with each other* with some of these verbs for emphasis or to make the meaning clear, but it isn't grammatically necessary:
  *We **disagreed** (**with each other**).*
- With other verbs, we must always use a prepositional phrase:
  ✗ ~~*I didn't see her coming and we **bumped**.*~~
  ✓ *I didn't see her coming and we **bumped into each other**.*

? check

Three of the following sentences are correct. Put a ✗ next to the one that is incorrect and a ? next to the one that sounds unnatural.

a The whole platoon distinguished themselves in the skirmish.
b I was so exhausted I just undressed myself and fell into bed.
c I think the referee behaved in the only way possible and showed him a red card.
d The French team asserted themselves early in the match.
e She prides on her cooking.

Practice

1 Rewrite each of the following sentences using one of the verbs listed reflexively (in an appropriate form).

Example: 0 Do as you please. *Suit yourself.*

repeat distance assert exert draw up blame busy pride (suit)

a He took full responsibility for the contract being lost.
b He got on with various mundane tasks.
c She was very proud of her reputation as an old dragon.
d He keeps saying the same thing all the time.
e If you want to run 400 metres in under 48 seconds, you'll have to make more of an effort.
f She stood as tall as she could in order to intimidate him.
g You really ought to be more forceful in situations like that.
h They claimed the project's failure was nothing to do with them.

2 Arrange these instructions into sensible pairs according to meaning.

Example: Don't demean yourself. – Assert yourself more.

(Don't demean yourself.)
Don't belittle yourself.
Be yourself.
Keep calm.
Stop kidding yourself.
Don't push yourself so hard.
Pull yourself together.
Give yourself a break.
Stop deluding yourself.
Get a grip of yourself.
Stop putting on an act.
Don't put yourself down so much.
Don't get yourself worked up.
(Assert yourself more.)

3 Fill each of the numbered gaps with one of the verbs listed.

position ask let be make tell allow look rate control blame distinguish limit put

You must ..... (1) yourself that you are a winner. Don't ..... (2) yourself get dragged down by self-pity. ..... (3) yourself in front of a mirror and ..... (4) yourself in the eye. Don't ..... (5) too hard on yourself, don't ..... (6) yourself for things that have gone wrong, but at the same time, don't ..... (7) yourself to be carried away; keep your feet on the ground. ..... (8) yourself why you don't exactly ..... (9) yourself in class. If you feel you're getting angry, ... (10) yourself. Never ..... (11) yourself down, but at the same time don't ..... (12) yourself above the others. As for exercise, ... (13) yourself to a couple of sessions in the gym every week and you won't ..... (14) yourself ill, I promise you.

4 Summarise each of the following situations using one of the verbs listed.

Example: Her lips met mine and mine met hers.
We kissed.

split up (kiss) make up embrace collide fight marry

a She was coming from the left. I was coming from the right. Bang!
b She held me. I held her.
c She threw a cup at me; I grabbed her arm.
d She sent me an 'I'm sorry' card; I sent her flowers.
e She said 'I do' in 1992; I said 'I do' too.
f She said, 'You go your way and I'll go mine,' in 1998; I said 'OK'.

5 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

a I couldn't face telling her what had really happened.
bring
b Of course most heating systems come on and off automatically nowadays.
switch
c I simply lost all self-control when I saw them together.
contain
d It's very difficult to put together a convincing defence against such allegations.
yourself
e You can all of you take what you want from the fruit in that box.
help
f I'm so annoyed.
kick

SECTION 2

Verbs followed by **that***-clauses and adjectives*

1 VERBS FOLLOWED BY A *THAT*-CLAUSE

Many verbs can be followed by a *that*-clause (see Unit 10), especially report verbs and verbs referring to mental processes such as thinking, feeling, realising:

I've decided that I'm going away for the weekend.

- Here are more examples of verbs we can use in this way:
  comment say forecast request write warn assume consider infer conclude reckon recognise presume

the fact that

We can use the phrase *the fact that* with some of these verbs for additional emphasis:

*I **recognise the fact that** she can't help it.*

- Some transitive verbs can't be followed by a *that*-clause alone but only by *the fact that*:
  *We cannot **ignore the fact that** she lied to us.*
- Other examples include:
  quote can't bear / stand enjoy express investigate leave out face

THAT-CLAUSE OR *TO*-INFINITIVE

We can use a *that*-clause or *to*-infinitive after some of these verbs (*agree, hope, pretend, forget*, etc.) with practically no difference in meaning:

*He agreed **to come**. He agreed **that he would come**.*
*I promise **to remember**. I promise **that I'll remember**.*

- A few verbs can be followed by an object + *to*-infinitive (usually *to be*). This is usually more formal than the alternative *that*-clause:

To-infinitive	*That*-clause
*I recognise her **to be** one of our best players.*	*I recognise **that she is** one of our best players.*
*I know him **to be** scrupulously honest.*	*I know **that he is** scrupulously honest.*
*They **estimated costs to be** in the region of £1m.*	*They **estimated that costs were** in the region of £1m.*

- Other examples include:
  announce confirm discover pronounce feel

wh-clauses

Many verbs commonly followed by a *that*-clause can also be followed by a *wh*-clause:

*I **didn't know what to do.***
*I **can't imagine why they did that.***

- They are sometimes reported questions:
  *He **asked what I was doing.***

2 VERBS FOLLOWED BY DESCRIBING NOUNS OR ADJECTIVES

Some verbs are followed by nouns or adjectives that describe the subject. Verbs used in this way include those connected with appearance and the senses (*appear, look, sound, seem*, etc.) and those connected with change (*become, remain, grow, turn*, etc.):

*My father **remained a member of the society** even after they criticised his behaviour.*

- Other verbs (*prove, appear, seem*, etc.) are followed by an adjective or *to be* + adjective:
  *The plan **proved (to be) unworkable.***
- Some verbs (*make, constitute, form, comprise*, etc.) are followed by describing noun phrases:
  *You'll **make a rotten teacher** – you've no patience.*
  *This **represents a considerable increase** in our profits.*
- Some verbs are followed by object + complement. We use most of these verbs in a limited range of collocations:
  *The jury **found him guilty** of arson.*
  *He **knocked him unconscious** in the third round.*
  *You're **driving me crazy!***
  *I **hold you responsible** for the damage.*
  *I **want him caught** as soon as possible.*
- A few intransitive verbs can also be followed by adjectives:
  lie empty / awake / helpless etc.
  stand motionless / erect / firm / proud / idle etc.
  sit quiet / silent / still etc.
  die young / happy / intestate etc.
  escape unharmed etc.
  pass unnoticed / undetected etc.
  emerge unscathed / uninjured etc.

? check

Which points above do these examples illustrate?

a In your report you shouldn't leave out the fact that we are grossly understaffed.
b I warned you not to talk to him.
c Die young, stay beautiful.
d They seem to be upset for some reason.
e He politely enquired where I got the recipe from.

Practice

1 Underline every word that can complete each of the following sentences. One, two, three or four may be possible.

1 I ..... the way certain birds make their way home from miles away incredible.
a think **b** find **c** consider **d** make

2 She ..... that she had had enough of that kind of life.
a expressed **b** ignored **c** concluded **d** recognised

3 I ..... that she wasn't totally honest with us.
a reckon **b** can't bear **c** question **d** couldn't stand

4 We ..... that you intend to give less than the statutory period of notice.
a conclude **b** infer **c** assume **d** estimate

5 I think his presence in the side will ..... a big difference.
a have **b** do **c** become **d** make

6 They ..... him guilty of grievous bodily harm.
a said **b** found **c** told **d** charged

7 All of a sudden he went ..... .
a blind **b** deaf **c** mad **d** crazy

8 Perhaps in the end it was best that he died ..... .
a suddenly **b** young **c** intestate **d** happily

9 Your presence here is ..... me nervous.
a getting **b** turning **c** making **d** having

10 Everyone fell ..... when the prince came in.
a silent **b** quiet **c** asleep **d** over

11 You do ..... to have coped extraordinarily well.
a seem **b** feel **c** appear **d** sound

12 It is a fact that this kind of snakebite rarely ..... fatal.
a proves **b** emerges **c** grows **d** turns

2 A judge gives guidance to the jury. Combine the pairs of sentences to make one that includes the prompt words given.

Example: He's only fourteen. Bear that in mind.
should / borne
The fact that he's only fourteen should be borne in mind.

a Maybe he didn't do it alone. Don't rule it out.
possibility / that

b He's never had a real father. Please consider that.
The / consideration

c He's had fifteen different homes. Don't overlook that.
fact / overlooked

d He's of royal blood. I know that's not important, but all the same ...
It / importance

e People estimate his fortune as something in excess of $2 billion.
estimated / more

3 Underline every word or phrase that can complete each of the following sentences.

1 I consider this candidate ..... .
a unsuitable **b** a liability **c** to be the best **d** as a risk

2 I felt ..... .
a a fool **b** like a stranger **c** odd **d** as you did **e** strangely **f** out of place

3 You sound ..... .
a like a foghorn **b** as if you agree **c** happy **d** to be OK **e** as a foreigner

4 He turned ..... .
a blue **b** into a frog **c** me a socialist **d** me into a nervous wreck **e** me down

5 She went ..... .
a blind **b** red **c** an idiot **d** like a fool **e** unnoticed **f** empty-handed

6 He died ..... .
a happy **b** suddenly **c** unexpected **d** a happy man **e** in his sleep

7 Just hold ..... .
a on **b** conscious **c** me tight **d** responsible **e** tight **f** silent

8 He proved ..... .
a capable **b** a capable replacement **c** that he was capable **d** to be capable

9 You make ..... .
a a terrible baby-sitter **b** like a fool **c** me laugh **d** me to make mistakes **e** me nervous **f** her afraid **g** me awake **h** everything all right

10 We agreed ..... .
a to go **b** with them **c** that they were right **d** them right **e** to him coming **f** to the contract **g** on the price **h** the fact that it was cheap **i** about most things

SECTION 3

Verbs used with prepositional and adverbial phrases

1 VERBS OF MOVEMENT

Most verbs of movement are commonly followed by a prepositional phrase or an adverbial phrase:

The van skidded ***into the back of the car in front.***
The rescue workers ***hurried towards the scene of the accident.***
The smell of something wonderful ***wafted through from the kitchen.***

- Other verbs we use in this way include:
  drift pour speed slide stagger pull in set off leap storm bound turn arrive float burst limp race shuffle

watch out!

We use *home* as an adverb after verbs of movement. We don't use a preposition:

✗ ~~*I'm going to home as soon as we've finished.*~~
✓ *I'm* ***going home*** *as soon as we've finished.*

2 VERBS OF POSITION

Some verbs which indicate the position of things are commonly followed by a prepositional phrase or an adverbial phrase:

I grabbed my coat which ***was hanging behind the door.***
We all ***sat at our desks*** *and* ***stared out of the window.***
The sandy beach ***stretches for miles along this part of the coast.***
His land ***extends as far as the eye can see.***
She turned his chair so it ***faced towards the sea.***

- Other verbs we use in this way include:
  remain end up occur stay settle stick

3 VERB + OBJECT + PREPOSITIONAL / ADVERBIAL PHRASE

With some verbs, the prepositional or adverbial phrase commonly follows an object:

I picked up the picture and ***replaced it on the table.***
You need to ***plunge the tomatoes into boiling water*** *to help remove their skins.*
Pop the pies into the oven *for five minutes to heat them through.*

- Other verbs we use in this way include:
  screw position load lean dump stuff thrust toss lower transfer drag invite urge tempt force steer

4 VERB + ADVERB

Some verbs are commonly followed by an adverb describing a particular quality:

The car ***handles particularly well*** *on corners.*
Christoula's English is ***coming along nicely.***
You'll find the section you need ***breaks off easily.***

- Other verbs we use in this way include:
  begin end sell progress dress react behave eat go burn scratch cut do
- A small group of verbs is commonly followed by *together*:
  We must all ***stick together*** *if we're going to survive.*
- Verbs we use in this way include:
  pull get knock around move in club live

5 VERB + *WAY*

Some verbs are commonly followed by a possessive pronoun + *way* + prepositional / adverbial phrase:

Spiderman managed to ***smash his way into the robbers' hideaway.***
The advance guard slowly ***crawled their way across no-man's-land.***

- Other verbs we use in this way include:
  fight force blast dig find make edge inch squeeze worm charm talk cheat trick buy lie negotiate

? check

Match each of these sentences with one of the five main points above.

a We were wandering around in circles for most of the afternoon, trying to find the house.
b I can't believe you've just munched your way through a whole packet of biscuits.
c William is faring quite well after his illness, though he still tires easily.
d If I were you, I'd shove the whole lot into the back of the cupboard and forget about it.
e The signpost pointed south, which was unexpected.

Practice

1 A prison escape and each prisoner chose a different escape route. Write the letter for the appropriate verb (a–k) in the numbered blanks (1–10) in the passage. The first (0) is given as an example.

a dived
b leapt
c ambled through
d burrowed
e dug
f crawled
(g climbed)
h strolled across
i crept
j got on
k slid

One prisoner ....*g*.... (0) over the wall and ..... (1) on to the ground below. Another ..... (2) along the length of the prison wall and ..... (3) into the river below. A third man ..... (4) a tunnel under the wall of his cell and ..... (5) his way out of the prison. The fourth prisoner ..... (6) up to the wire fence at the back and ..... (7) through a hole in it. The last man to escape simply ..... (8) the gate, ... (9) the road and ..... (10) a bus.

2 Fill each of the blanks with one of the verb + adverb collocations listed. You may need to change the form of the verb.

Example: x smiled sweetly· y records clearly

(smile sweetly) eat healthily run smoothly fall dramatically crease easily react badly behave badly rise steadily (record clearly) start promptly

(x She simply ..... and left the room.)
(y Her voice always ..... remarkably ..... .)

a This silk dress ..... very ..... .
b I regret to say that orders ..... over the past few months.
c Unfortunately he ..... to not getting the job last week.
d More and more pressure is being put on people to ..... .
e We want the festival to ..... through the whole weekend.
f We mustn't get carried away yet but exports ..... .
g Fans who ..... are something of a problem.
h Lessons will ..... at 8.30 a.m.

3 Fill each of the blanks with one of the verbs listed. You may need to change the form of the verb.

worm find inch fight dig smash work lie

a She rapidly ..... her way up from Junior Assistant to Head of Department.
b The couple were able to ..... their way back to their hotel with the help of the new moon.
c The doctor ..... his way most convincingly out of a potentially embarrassing situation.
d He cleverly ..... his way into Sonia's affections with mock-humility and subtle flattery.
e The gang ..... their way out of the gaol using wooden poles stolen from the workshop.
f The fire officer ..... his way along the ledge until he could just touch the girl's outstretched hand.
g From 2–0 down, United bravely ..... themselves out of a hole and emerged 2–3 winners.
h The following week they ..... their way back from 3–0 to earn a well-deserved draw.

4 Two of these verbs or verb phrases can fill each numbered blank in the passage. Write the two letters (a–r) for them in each space.

a ends
b racing
c meet
d don't die
e facing the
f starts
g extends
h stay
i begins
j stops
k remain
l live on
m stretches
n flooding
o racing in my direction
p running towards me
q looking out to
r converge

There is a point on the shore where paths seem to ..... (1) , where the land ..... (2) and the sea ..... (3). The beach ..... (4) for miles on either side. I stood there last night ..... (5) sea and all those memories came ..... (6) back. For a moment I saw her ..... (7). The memories ..... (8). Such events ..... (9) with you forever, don't they?

Unit fourteen

Vocabulary

SECTION 4

Dependent prepositions and prepositional phrases

1 VERB + PREPOSITION

As well as verbs of movement and place followed by prepositional phrases (see Section 3), we can use verb + preposition combinations:

*The film **consists of** nothing but car chases.*
*Given the choice, I'll always **opt for** the cash prize.*

- Sometimes, the verb and preposition are separated by an object:
  *He **played off** one side **against** the other and lost.*
  *They **subjected** him **to** fierce interrogation.*
  *It is primarily its greater size which **distinguishes** the raven **from** the common crow.*
- Very often, verbs with related meanings are followed by the same preposition. Here is an example of such a group:
  ask for appeal for hope for long for yearn for
- However, some verbs with similar meanings have different prepositions:
  *accuse someone **of*** *blame someone **for***

1 **Fill these gaps with a suitable preposition.**
a Few men escaped / emerged / ran away / vanished ..... the prison cells.
b I'd like to swap / exchange / substitute / trade this computer ..... a more recent model.

2 ADJECTIVE + PREPOSITION

Some adjectives are commonly followed by collocating prepositions (see Unit 2, Section 1.4). As with verb + preposition, the verbs can have related meanings:

similar to related to characteristic of typical of responsible for sorry for fraught with riddled with deficient in lacking in upset about annoyed about

2 **Choose the most suitable preposition to complete these sentences:**
a Is the program compatible ..... your computer?
b As a musicologist, he is completely steeped ..... the music of that period.

3 NOUN + PREPOSITION

Some nouns are commonly followed by collocating prepositions:

a prelude to a sequel to a taste for a craving for an attack on a relationship with insurance against a safeguard against an extract from

3 **Choose the most suitable preposition to complete these sentences:**
a We eventually gained access ..... his computer files.
b I've just had a blazing row ..... my line manager.

4 PREPOSITIONAL PHRASES

Prepositional phrases usually begin with a preposition which may not be connected with the preceding noun, verb or adjective:

*I arrived at the checkout **out of breath**.*
*I find his arrogance **beyond belief**.*
*Their luggage arrived **in advance**.*
*Please go to Gate 11 **without delay**.*

4 **Choose the most suitable preposition to complete these sentences:**
a The driver of the van was found to be ..... fault.
b Some people appear to be ..... the mistaken impression that Scotland is part of England.

Practice

1 Link the openings of the sentences (1–10) with their endings on the right (a–j).

Example: 0 k

(0 I think you should apologise)	a with danger.
1 I can't suppress my craving	b in adequately trained staff.
2 Have you heard	c at 344.7 to the dollar.
3 I'm afraid I completely disagree	d to endless bullying as a child.
4 We are alarmingly deficient	e in persuading me to go with them.
5 I just think the whole situation is fraught	f with you about that.
6 I'm afraid this is typical	g of such boys.
7 They eventually succeeded	h about Jeremy's new job?
8 The exchange rate now stands	i for a bar of chocolate.
9 I'm really getting a taste	j for this type of exercise.
10 He was subjected	(k for your behaviour last night.)

2 Match each group of verbs (a–j) with one of these dependent prepositions. Each preposition matches with two groups.

about against in over of

a boast, brag, rave, protest, enthuse
b care, bother, forget, brood, dream
c delight, revel, succeed, exult, bask
d advise, warn, argue, protest, demonstrate
e confide, result, culminate, persist, trust
f rule, prevail, preside, triumph, argue
g battle, compete, plot, campaign, win
h cheat, strip, rid, deprive, starve
i cure, convict, reassure, persuade, acquit
j skip, skate, gloss, haggle, squabble

3 Which two of the groups above (a–j) are commonly used in either the passive or with an object?

4 Fill each of the blanks with a suitable adjective from the list.

devoid prone incumbent impervious conducive inherent intent reminiscent inclined conversant

a I feel it is ..... upon me, as director, to inform you of the company's financial difficulties.
b My mother used to be ..... to sudden fainting fits for no apparent reason.
c The animals seemed ..... on causing as much damage as possible.
d My sister appears ..... of even the most basic common sense sometimes.
e My attempts at drawing are ..... of those of an angry child.
f I am more and more ..... towards the idea of retiring early.
g There is a fundamental flaw ..... in what you propose and so it won't work.
h You seem to be ..... to any criticism.
i I don't think the current climate is ..... to much investment.
j I'm not fully ..... with the rules of basketball.

5 Use a suitable word to complete prepositional phrases in these sentences.

a I think that ..... all likelihood this car's had it.
b ..... an extraordinary coincidence, we bumped into each other again in Patras.
c You must get that application off ..... delay.
d Their recording of the late Beethoven quartets is really something ..... of the ordinary.
e Do you realise that ..... the new legislation you could be arrested for doing that?
f Let's not discuss pay differentials again, at least not ..... the time being.
g The media seem to have blown the whole story up ..... of all proportion.
h I reckon George was ..... the verge of tears when he realised his job was ..... the line.
i This film was produced ..... collaboration ..... the Arts Council.
j They've forgotten to include my name again: it's a case of ..... of sight, ... of mind.

6 Underline the word or phrase that best completes each sentence.

1 I really can't believe that anyone would ..... to such underhand tactics.
a dabble **b** stoop **c** reach **d** conceive
2 The crowds all ..... towards the stadium as the time for kick off drew closer.
a gravitated **b** entered **c** embarked **d** aspired
3 The whole situation has now deteriorated to the point where it is beyond a ..... .
a control **b** joke **c** belief **d** help
4 The team were in remarkably high ..... despite the appalling weather.
a shape **b** standards **c** spirits **d** terms
5 I've never had much of a(n) ..... for languages, unfortunately.
a capability **b** tendency **c** ability **d** aptitude
6 It occurs to me that we need to make sure there are ..... against potential abuse of the system.
a preventions **b** provisions **c** safeguards **d** curbs
7 I think we should be ..... of the potential implications of building on such a sensitive site.
a conversant **b** mindful **c** answerable **d** attuned
8 Your participation is ..... to the success of the whole project.
a dependent **b** indicative **c** desirous **d** integral

SECTION 5

Expressing knowledge and belief

1 WHAT SORT OF BELIEF?

We can modify how strong our belief is in many ways. Here are some examples:

*I **firmly believe** that... It is my **firm belief** that...*
*I **believe wholeheartedly** that...*
*I have **an unshakeable belief** that... I **tend to think**... What things do you **strongly believe in**?*

2 BELIEF, TRUST AND FAITH

We use *belief*, *trust* and *faith* – and their related verbs – in various ways:

*I **believe** you.*	*I **trust** you.*
*I **believe in** you.*	*I **trust in** you.*
*It's **my belief that** ...*	*Put **your trust in** me.*
	*Have **faith in** me.*
*You need **self-belief**.*	*Keep **faith with** your ideals.*

3 WHAT SORT OF BELIEVERS?

As in all topic areas, certain adjectives collocate with certain nouns. Here are examples:

a devout Muslim** **a strict vegetarian** **a leading expert
a practising Christian** **a firm believer
a die-hard Conservative** **a staunch supporter
a fierce opponent

4 WHAT SORT OF KNOWLEDGE?

Note how adverbial phrases can be replaced by adjectives used attributively and vice versa:

Adverbial phrase	Adjective
*We need an account of what happened **in full**.*	*We need a **full** account of what happened.*
*You'll have to report in **detail** what happened.*	*We'll need a **detailed** report of what happened.*
*He knows about his subject **in depth**.*	*He has an **in-depth** knowledge of the subject.*
*We only have an idea of the plan **in broad outline**.*	*We only have a **sketchy** idea of the plan.*

- We also use a number of idiomatic phrases:
  *I **know** London **like the back of my hand**.*
  *She **knows** the locking-up procedure **inside out**.*
  *He **knows** the lyrics of at least twenty Beatles songs **by heart**.*
  *The fire and safety officer **knows** the regulations **backwards**.*

5 HAVING NO KNOWLEDGE

There are many ways to say we don't know or understand something. Some are colloquial such as:

*I'm **in the dark**.*
***Search me**. The police **have nothing to go on**.*
*I **haven't (got) a clue**. I **haven't (got) the faintest / slightest / foggiest idea**. I've **no idea**.*
*It's **beyond me**. It all **goes over my head**.*

- There are fewer formal common phrases we can use to express ignorance:
  *I am **not familiar with the facts**.*
  *I am **not fully acquainted with the facts of the case**.*
  *I **must confess to ignorance regarding**...*

Practice

1 Are these pairs of sentences similar in meaning or substantially different? Tick (✓) those that are very similar. Put a cross (✗) by those that are clearly different.

a Trust you to tell him!
Can I trust you to tell him?

b To my mind,...
In my view,...

c He definitely didn't know about it.
He didn't definitely know about it.

d Believe me,...
Believe it or not,...

e If you ask me,...
In my opinion,...

f To the best of my knowledge,...
As far as I know,...

g I believe you.
I believe in you.

h To my mind,...
To my knowledge,...

2 Underline the word or phrase, a, b, c or d, that best completes each of the sentences.

1 He has an ..... knowledge of his subject.
a intense **b** intensive **c** extensive **d** extended

2 It's ..... knowledge that the Chancellor has not been entirely discreet in his private life.
a universal **b** general **c** common **d** full

3 It's a(n) ..... secret that the two of them spent time together on the Caribbean tour.
a public **b** open **c** blatant **d** closed

4 I have a ..... acquaintance with the facts of the case.
a shaking **b** slight **c** nodding **d** tiny

5 I'm not all that well ..... the ways of the world in economic terms.
a up on **b** up to **c** on with **d** off with

6 She's not really well ..... in office procedures.
a acquainted **b** versed **c** dressed **d** done

7 I have a mere ..... of German.
a smattering **b** knowledge **c** acquaintance **d** command
8 I have all the information I need at my ..... .
a toenails **b** fingertips **c** wits' end **d** arm's length
9 We're still trying to get the ..... of these new computer systems.
a hook **b** leaf **c** hang **d** view
10 How could any company use someone whose English and French are so ..... ?
a tarnished **b** stained **c** rusty **d** faded
11 She has only a(n) ..... knowledge of the subject under review, doesn't she?
a scant **b** all-round **c** first-hand **d** common
12 Her knowledge of what we are trying to discuss is only ..... .
a rudimentary **b** inadequate **c** common **d** comprehensive

3 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence using the two prompt words printed below it.

a I firmly believe that students' knowledge should be tested otherwise than in formal examinations.
belief / know
b I had no reason to doubt that the taxi driver knew London inside out.
willing / hand
c We are undecided as to whether to submit a full account of what happened or just a brief summary.
two / in
d After all this time I can still get by in French but I'm hopeless when it comes to German.
working / clue
e My feelings are unequivocal in favour of the banning of blood sports.
wholeheartedly / banned
f He knows all about situations when employees think they know more about the way the company works than the boss does.
stranger / greater
g I can't conceive of what life will be like a hundred years from now.
conception / people
h I had no way of knowing that the party would be so shambolic.
possibly / shambles

4 Underline the word or phrase, a, b, c or d, that best completes each of the sentences. One, two, three or all four may be possible.

1 I know it ..... .
a for a fact **b** for sure **c** for certain **d** for this
2 The professor knows ..... .
a his stuff **b** what's what **c** that's that **d** his subject
3 I know quite a lot of Shakespeare's soliloquies ..... .
a by heart **b** in full **c** to hand **d** on end
4 He has an ..... belief in life after death.
a unchangeable **b** unalterable **c** unshakeable **d** unwavering
5 To my ..... knowledge, he has no previous convictions.
a certain **b** absolute **c** complete **d** personal
6 My ..... of the issue is that he owes her rather a lot of money.
a belief **b** reading **c** understanding **d** knowledge
7 You may say the boy should have known ..... , but I don't think he was entirely to blame.
a more **b** less **c** better **d** worse
8 Her latest actions will presumably leave you in no ..... as to her guilt.
a question **b** doubt **c** uncertainty **d** response
9 I'm ..... convinced she had a part to play in the crime.
a totally **b** quite **c** extremely **d** completely
10 I can still read you like a ..... , my dear.
a magazine **b** leaflet **c** book **d** paper
11 Have ..... in your own abilities.
a confidence **b** trust **c** faith **d** persuasion
12 I am still ..... of the way things work here.
a ignorant **b** unaware **c** unconscious **d** unknown

Exam practice 14

1 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence** but using the word given. This word **must not be altered in any way**.

EXAMPLE: In the end, our fears turned out to be groundless.
proved
In the end, our fears proved (to be) groundless.

a The director claimed not to be involved in the petty financial arguments over the film.
distanced

b You've got to accept that you are too old for that sort of thing nowadays.
face

c My husband is enormously proud of his cooking.
prides

d Everyone stopped talking when he entered.
fell

e She wasn't as reliable as we had hoped.
proved

f Senior management and representatives from the shop floor go to make up the committee.
comprised

g None of us was hurt in the explosion.
unscathed

h We made sure we were in the best position to watch the parade.
positioned

i We mustn't become separated in the crowd.
stick

j There was hardly any movement in the traffic in front of us.
inched

SCORE _____

2 Complete each sentence so that it is **as similar as possible in meaning to the sentence printed before it**.

EXAMPLE: All the buildings were razed to the ground by the earthquake.
No building remained *standing after the earthquake.*

a Take another biscuit if you like.
Help .....

b Standing as tall as he could, he passionately denied any involvement in the affair.
Drawing .....

c Julia and I met by chance in Gloucester Green.
Julia and I bumped .....

d 'You really must take a holiday, Dad,' said my daughter.
My daughter insisted that .....

e Getting the captaincy represented the pinnacle of his career.
Being made .....

f I know that Andrew is one of our most hard-working supporters.
I know Andrew to .....

g The man was convicted on three counts of dangerous driving.
The jury found .....

h It sounds as if a compromise has been reached.
A compromise appears .....

i In my view, you are responsible for the delays.
I hold .....

j Most people felt nothing but contempt for the murderer.
The murderer was held .....

SCORE _____

3 Fill the blanks with a suitable word or phrase.

EXAMPLE: The bricks were loaded *onto the* lorry.

a You don't need to commit ..... this stage to anything.

b Believe me, you are kidding ..... you believe you can finish this by Christmas.

c Numbers attending last Sunday's demonstration are estimated ..... region of 100,000.

d Some diseases seem ..... dormant for months before becoming active.

e The bombers managed ..... way undetected through the security cordon.

f His land ..... far as the eye can see.

g By skilful negotiation, they managed to talk ..... of trouble.

h The bus was swaying dangerously ..... to side as it descended the hillside.

i During the selection procedure, the candidate was subjected ..... of searching questions.

j The spin doctors tried ..... over the fact that the Prime Minister had broken most of his promises.

SCORE _____

4 Circle the word or phrase that best completes each sentence.

1 Her boyfriend has an impressive ..... of German.
A smattering **B** knowing **C** acquaintance **D** command

2 My niece claims to be a(n) ..... vegetarian.
A firm **B** devout **C** unshakeable **D** strict

3 I'm a ..... supporter of proportional representation.
A confirmed **B** strict **C** practising **D** staunch

4 I know Thessaloniki like the back of my ..... .
A hand **B** head **C** book **D** wardrobe

5 I've read that report so many times I feel I know it ..... .
A forwards **B** backwards **C** sideways **D** upside down

6 I think we've kept everybody in the ..... about the arrangements for far too long.
A gloom **B** dusk **C** dark **D** night

7 To my ..... , winter is a daft time to go on holiday.
A opinion **B** belief **C** view **D** mind

8 This class seems to have only a ..... knowledge of what they are supposed to achieve.
A smattering **B** rudimentary **C** comprehensive **D** faded

9 Actually, I'm starting to ..... the hang of this game.
A get **B** achieve **C** obtain **D** keep

10 Carolyn is not really well ..... with office procedures.
A dressed **B** versed **C** acquainted **D** done

11 To my ..... knowledge, he has no previous convictions.
A certain **B** absolute **C** complete **D** definite

12 I really think there is no ..... of her continuing to work here.
A doubt **B** question **C** uncertainty **D** response

13 I have every ..... in your ability to succeed.
A confidence **B** trust **C** belief **D** persuasion

14 The weaker side managed to ..... over the league champions.
A compete **B** cheat **C** prevail **D** culminate

15 Everybody was ..... about the latest production at the National Theatre.
A revelling **B** triumphing **C** delighting **D** raving

16 I really can't believe that anyone here would ..... in such shady dealings.
A dabble **B** stoop **C** reach **D** conceive

17 The current team are of a remarkably high ..... , despite injury problems.
A shape **B** standard **C** spirit **D** term

18 The government was forced to introduce ..... on the sale of such controversial videos.
A preventions **B** provisions **C** safeguards **D** curbs

19 I think everyone should be ..... with the way office machinery works.
A conversant **B** mindful **C** answerable **D** attuned

20 Your participation is ..... of the way we seek to involve everybody in our plans.
A dependent **B** indicative **C** desirous **D** integral

SCORE _____

TOTAL SCORE _____

Unit fifteen

Verb complementation 2

Entry test

1 In the extract from a composition below, decide if the underlined phrases are correct. Correct them when necessary in the spaces below, or put a tick (✓) in the space if no correction is needed. The first has been done as an example.

I dread thinking (1) what will happen if global warming continues at the present rate. I remember to go (2) on beach holidays when I was a child and although it was hot I don't recall it to be (3) as hot as it has been for the last year or so. Temperatures continue to soar (4) and scientists anticipate it to get (5) worse. I dislike them talking (6) like this and recommend to ignore (7) them completely, though every day we watch the debate become (8) even more heated than a Greek island.

1 *dread to think* 2 ..... 3 ..... 4 .....
5 ..... 6 ..... 7 ..... 8 .....

SCORE

FOR VERBS FOLLOWED BY *-ING* OR INFINITIVE, SEE SECTION 1.

2 Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.

EXAMPLE: There was considerable public support for clearing the man's name.
The public clamoured *for the man's name to be cleared.*

a The President finally gave way to demands that he appear before a Grand Jury.
The President finally consented .....

b Please think again before taking such drastic action.
I urge .....

c It appears that the harvest workers think they were underpaid.
The harvest workers claim to .....

d The prosecuting counsel asked him for proof of his alibi.
The prosecuting counsel challenged .....

e I would not eat shellfish under any circumstances.
Nothing would .....

f I'm never going to go near that place again as long as I live.
I am determined .....

g I suppose you think that's funny.
I dare .....

SCORE

FOR VERBS FOLLOWED BY INFINITIVE, SEE SECTION 2.

3 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, using the word given. The word must not be altered in any way.

EXAMPLE: Surprisingly, the front runner is now clearly the most unlikely Presidential candidate.
emerged
Surprisingly, the most unlikely Presidential candidate has emerged as the front runner.

a I can use this thing as both a mouse mat and a frisbee.
doubles
.....

b That must be one of his best performances this season.
count
.....

c His former colleagues said that he was a charlatan and a freak.
denounced
.....

d The pretender to the throne was eventually found to be an impostor.
exposed
.....

e The lecturer claimed my point had no relevance.
dismissed
.....

f The police suspect the man was murdered.
treating
.....

SCORE

FOR VERBS FOLLOWED BY *AS*, SEE SECTION 3.

TOTAL SCORE

OVERVIEW

1 TWO ACTIONS TOGETHER

When we want to talk about two actions together, we can use two verbs. The first verb follows the normal rules of person and tense, while the second verb is either an *-ing* form, a *to*-infinitive, or a bare infinitive:

I've always ***avoided visiting*** *my cousins.*
My parents will never ***agree to lend*** *us that much money.*
My mother ***made*** *me* ***stay*** *at home until I had finished clearing up.*
We're going to have to ***postpone visiting*** *your mother again.*
Practise doing *that every morning.*
It looks as if we'll ***be forced to give in.***
I ***challenge*** *you* ***to prove*** *it.*
I ***heard*** *him* ***talk*** *to Colin.*
Did you ***see*** *that guy* ***run?***

- Verbs commonly followed by *-ing* include (see Section 1 for fuller list):
  imagine enjoy admit deny
- Verbs commonly followed by *to*-infinitive include (see Section 2 for fuller list:)
  ask promise agree expect
- Some verbs can be followed by more than one form with little difference in meaning:
  I ***hope*** *they don't* ***intend to visit / visiting*** *me soon.*
- Here are some more examples:
  intend begin continue cease propose start

We can also use *-ing* or *to*-infinitive after *love, prefer,* and *like.* The differences in meaning are sometimes very small:

I ***love to lie*** *on the beach.* is virtually the same as:
I ***love lying*** *on the beach.*

- *Like* + *to*-infinitive usually suggests a preferred routine; we use *like* + *-ing* to talk about something that pleases us:
  I ***like to listen*** *to music.* (= a pleasing routine)
  I ***like listening*** *to music.* (= I enjoy it)
- To talk about conditional and hypothetical preferences after *would,* we commonly use *to*-infinitive:
  I'd ***prefer to wait*** *a bit if you don't mind.*
  I'd ***love to visit*** *you.*
  I'd ***like to think*** *people trusted me.*

(See Section 1 for other differences between verb + *to*-infinitive / bare infinitive and verb + *-ing.* See Section 2 for verbs followed by *to*-infinitive or bare infinitive.)

2 PREPOSITION + *-ING*

Verbs that follow prepositions are always *-ing* forms:

I am totally ***fed up with having*** *to cover for you when you're away.*
Gill and Stratis always ***insist on my visiting*** *them when I'm in the country.*

watch out!

- Some verbs are followed by a *to*-infinitive and others by the preposition *to.* When *to* is a preposition, any following verb must be *-ing* form:
  I'm afraid I have to ***confess to*** (= preposition) ***being*** *completely ignorant about classical music.*
  I can't believe they ***intend to*** (= *to*-infinitive) ***demolish*** *such a historic building.*
- After some verbs, especially *stop,* the *to*-infinitive may be an infinitive of purpose. We can replace it with *in order to*:
  I ***stopped to ask*** *the way.* (= ***stopped in order to ask***)

SECTION I

Verbs followed by -ing or infinitive

1 VERBS FOLLOWED BY *-ING* OR *TO*-INFINITIVE

We can use a number of verbs followed by another verb in the *-ing* form:

*I simply **adore listening** to music in the garden.*
*How can they can **justify spending** so much!*

- Some of these verbs are related in meaning. Verbs that we commonly use in this way include:
  like* / dislike start* / stop* contemplate report adore quit forget* mention detest resume remember* suggest can't bear* / stand keep recall describe (don't) mind go on* dread* advise* resent carry on regret* recommend* tolerate give up anticipate forbid* miss finish risk admit fancy keep on consider* deny

(Those marked * can also be followed by *to*-infinitive but with differences in meaning or use. See below.)

2 PERFECT *-ING* FORM

With some verbs, we use a Perfect *-ing* form to emphasise that one action happens before the other:

*They **denied having avoided** me as well.*

- We can usually rewrite this structure with a *that*-clause and a Perfect tense:
  *They **denied that they had avoided** me as well.*

3 WITH AN OBJECT

We can often put an object between the two verbs:

*I don't **like their / them / people gossiping.***

- We can use both object pronouns (*them, him,* etc.) and possessives (*their, your,* etc.). The possessive is considered more formal. If an adjective comes before the *-ing*, we must use a possessive:
  *I don't **like their spiteful gossiping.***

4 DIFFERENCES BETWEEN *-ING* AND *TO*-INFINITIVE

With some verbs where it is possible to use both *-ing* form and *to*-infinitive, any differences in meaning depend on the preceding verb. Here are the most common differences.

- *Like, hate* and *can't bear* are usually followed by *to*-infinitive when we use *would* or *could* in a hypothetical or conditional sense:
  *I'd **like to hear** that again, if possible.*
  *I **couldn't bear to go** through all that trauma again.*
- *Dread* is followed by *to*-infinitive in these phrases:
  *I **dread to think / contemplate** what will happen.*
  In other uses of *dread* we use *-ing*:
  *I **dread getting** ill when I'm abroad.*
- *Forget* and *remember*: when these have meanings that are 'forward looking', we use *to*-infinitive:
  *Don't **forget to send** them a Christmas card.*
  When *forget* and *remember* have meanings that are 'backward looking', we use *-ing*:
  *I **remember their teasing** me about my knobbly knees.*
- *Regret* + *to*-infinitive is a polite or formal form of apology:
  *I **regret to inform** you that you were turned down.*
  When we use *regret* with *-ing* it means 'wish it had/hadn't happened':
  *I really **regret speaking** to Jack like that.*
- *Advise, recommend* and *forbid* are followed by *to*-infinitive when there is an object:
  *I **advise you to stay** out of their way.*
  They are followed by *-ing* when there is no object:
  *I **advise staying** out of their way.*
- *Go on* + *-ing* means 'continue an action':
  *I ignored her calling and **went on reading** my paper.*
  Go on + *to*-infinitive means 'do something after you have finished doing something else':
  *He left Oxford and **went on to train** as a lawyer.*

5 VERB + *-ING* OR BARE INFINITIVE

One group of verbs connected with observation, e.g. *see, observe, sense, feel, hear, watch, perceive,* can be followed by either *-ing* or a bare infinitive:

*I **noticed him sneaking / sneak** out at lunchtime.*
*We **heard the alarm bell ring / ringing** and rushed out to see what was happening.*

- We normally use a bare infinitive when the action is completed. We use the *-ing* form when the action is still in progress – this is similar to Continuous tenses (see Unit 1, Section 3).

? check

Match these sentences with the main points above.

a I felt something brush against my arm in the dark.
b I regret to say your progress has been too slow.
c As for my neighbours, I really can't stand their relentless quarrelling.
d Vasili didn't mention going to the party tonight.
e My grandmother could remember having ridden in one of the first cars on the island.

Practice

1 Match the first part (1–8) of each sentence with the most appropriate ending (a–h).

Example: 0 *i*

(0 My four year old son can't bear)
1 I only have to mention
2 The problem is he dreads
3 Oddly enough, he absolutely adores
4 Some friends advised me
5 Somehow I didn't fancy
6 Strange as it may seem, I didn't want to risk
7 I didn't think he would appreciate
8 I dread

a doing this.
b swimming and playing around in water.
c washing it and he goes and hides.
d the water getting into his eyes.
e dropping him on his head in the bath.
f to hold him upside down while washing the shampoo off.
g having a bruise on his head instead of water in his eyes.
h to think what happens to my friends' children.
(i having his hair washed.)

2 Tick (✓) the correct form of the underlined verbs that completes each sentence.

a I wouldn't advise any parent <u>to take</u> / <u>taking</u> their children to a zoo.
b It was so horrible I couldn't bear <u>watching</u> / <u>to watch</u>.
c I'll never forget <u>to meet</u> / <u>meeting</u> my all-time favourite author.
d I dread <u>to go</u> / <u>going back</u> to see my dentist.
e I only just remembered <u>to warn</u> / <u>warning</u> her in time.
f When his playing career finished he went on <u>becoming</u> / <u>to become</u> a successful chat-show host.
g You are recommended <u>leaving</u> / <u>to leave</u> your valuables at Reception.
h It is strictly forbidden <u>entertaining</u> / <u>to entertain</u> guests in these rooms.
i Your work is not up to standard, I regret <u>to say</u> / <u>saying</u>.
j I saw him <u>lose</u> / <u>losing</u> his footing and <u>fall</u> / <u>falling</u>.

3 Fill each of the blanks with a suitable word or phrase.

a I didn't remember ..... play before until the very last scene.
b I don't anticipate your ..... than a few minor problems with Paper 3.
c If the boss goes ..... himself under so much pressure, he'll crack before long.
d I resent ..... all the menial tasks to do by my immediate superior.
e I don't mind you ..... me as long as you remember to pay me back.
f You can't stop your ..... grey, so why worry?
g My dear old mother regrets never ..... to drive.
h He won't tolerate his employees ..... in jeans.
i Have you ever considered ..... ears pierced?
j We watched the two men in handcuffs ..... away by the police.

4 Underline the word or phrase that best completes the sentences.

1 My cousin suggested ..... together this weekend.
a getting **b** to get **c** having got **d** to getting
2 They are ..... to build a new by-pass around the town.
a suggesting **b** planning on **c** proposing **d** advising
3 I think he really ..... to go to the races last weekend.
a enjoyed **b** wanted **c** appreciated **d** adored
4 How can you bear him ..... to tell such obvious lies to you, week after week?
a keeping **b** carrying on **c** continuing **d** going on
5 By the weekend, people had ..... to worry about the volcano.
a finished **b** ceased **c** quit **d** given up

SECTION 2

Verbs followed by infinitive

1 VERBS FOLLOWED BY *TO*-INFINITIVE

We can use a number of verbs followed by another verb in a *to*-infinitive form. The two verbs may be separated by an object when the first verb is transitive:

*I **agreed to do** the lion's share of the donkey work.*
*I **wanted her to take** more responsibility for checking the details.*

- Some of these verbs are related in meaning. Verbs that are commonly followed by a *to*-infinitive include:
  guarantee threaten want* arrange consent demand wish* decide undertake plead aim negotiate pledge ask* desire agree swear beg* seek consent resolve prefer* expect* volunteer
- Verbs commonly followed by an object and *to*-infinitive (in addition to those marked * above) include:
  advise force oblige teach encourage command order train help permit program inspire expect tell brainwash invite forbid prefer induce persuade urge challenge enable remind allow condemn instruct warn

(For differences between *-ing* and *to*-infinitive for certain verbs, see Section 1.4)

2 VERBS FOLLOWED BY *TO BE*

We can use a passive infinitive after some verbs, especially report verbs (See Unit 2, Section 2.2):

*He **failed to be elected** for the third time in a row.*
*The silver **was alleged to have been stolen** from the palace.*

- Here are some more examples:
  rumour assume reckon report understand think prove estimate believe consider feel
- After these verbs we can often use *to be* and an adjective or noun:
  *The judge **instructed me to be more attentive** to the evidence. He originally **wanted to be a gymnast** before eventually becoming a sprinter.*

3 VERBS FOLLOWED BY PERFECT INFINITIVE

With some verbs, e.g. *appear, seem, claim, pretend, happen, prove, tend,* and report verbs, we often use a Perfect infinitive such as *to have done* to emphasise that one action happens before the other:

*He appears **to have put** on weight.*

- We can usually rewrite this structure with introductory *It* + *that*-clause and a Perfect tense:
  It appears that he has put on weight.

4 USING *FOR* + OBJECT

With one group of verbs connected with 'wanting' we commonly use *for* + object + *to*-infinitive:

*He **appealed for help to find** his missing wallet.*

- Here are some more examples:
  ask call plead press clamour long yearn wish wait opt vote arrange apply

5 VERB + BARE INFINITIVE

After *dare, need* (in negative sentences) and *help* we commonly use a bare infinitive, although a *to*-infinitive is also possible with no change in meaning:

*I **didn't dare say** what I really thought.*
*They stopped to **help push** the car out of the way.*
*I don't think you **need (to) rewrite** the essay.*

- Note that *need* can't be followed by *to*-infinitive when used as a modal in questions:
  ***Need** you **be** so offensive?*
- We use *dare* in the common phrases *I dare say* meaning 'I suppose it's true' or 'I expect it's true', and *How dare you* said to show you feel offended:
  ***I dare say** you're off to Greece for your holiday again.*
  ***How dare you talk** to me in that tone of voice!*
- A few verbs are followed by an object + bare infinitive:
  *I'll **let you finish** the rest of that cake. Do you want to **help me wrap** these Christmas presents? They **made the whole family stand** outside while they searched the house.*
- However, note the structure with *to*-infinitive in the passive with *make* and *help*:
  *The whole family **was made to stand** outside.*

? check

Match these sentences with the five main points above.

a He claimed to be the rightful heir to the throne.
b They pretended to have met before.
c I'm waiting for you to make up your mind.
d Tell me what you know and I'll let you go.
e I absolutely forbid you to see that man again.

Practice

1 Fill each of the gaps in these sentences with a correct form of the verb printed in bold and another verb of your own choice.

Example: I once met Tom Cruise, who just .... on the same plane as me. (**happen**)
I once met Tom Cruise, who just ***happened to be travelling*** on the same plane as me.

a It was my English teacher who ..... me ..... acting. (**inspire**)
b He ..... me ..... for drama school. (**encourage**)
c However I .... to University instead. (**decide**)
d This .... the right decision. (**prove**)
e I was given parts in several student productions because I .... as a professional actor in the past. (**claim**)
f This was obviously not true, but I still .... professionally. (**long**)
g I .... the attention of agents and directors by inviting them to these student productions. (**hope**)
h However, I didn't .... them I only had a walk-on part. (**dare**)

2 Tick (✓) the options that can complete each sentence; in some cases both are possible, in others just one.

a My little nephew proved / proved to be quite a handful throughout his stay.
b I once dared / dared to let my pet rabbit into the house.
c Do you need to / Need you be so aggressive all the time?
d Lying behind the sofa, I hardly dared / dared to breathe.
e My parents never let us / let us to watch 'Star Trek' when we were young.
f Can you help me / help me to bring the washing in?
g My teacher says I need / need to concentrate on my pronunciation.
h We were made / made to go out of the room when the programme started.

3 Fill the gaps in the following sentences with a suitable word or phrase.

a The builders undertook ..... the whole job by the end of the week.
b This computer is programmed ..... your password and nobody else's.
c My father urged ..... reconsider my decision.
d New Zealand ..... most people to have the best rugby team in the world.
e The government is seeking ..... down the rumours of mismanagement.
f The proposal was deeply unpopular and the committee called ..... rejected.

4 Complete each sentence in such a way that it is as similar as possible in meaning to the sentence printed before it.

a In my opinion, exercise is a waste of time.
I consider .....
b Retreat was the only option open to the troops.
The troops were .....
c For their new chairman, the committee chose a relatively inexperienced candidate.
The committee opted .....
d My next-door neighbour is looking after the house while I'm away.
I've arranged .....
e I get the impression that she didn't understand exactly what is required of her.
She doesn't seem .....
f Most people think Pacino is one of the finest actors of his generation.
Pacino .....
g He requested the judge to take into account his good behaviour.
He asked the judge for .....
h I can't imagine why anyone would want to go on a camping holiday.
Nothing would induce .....

SECTION 3

Verbs followed by **as**

1 DEFINING ROLE OR FUNCTION

A number of verbs are followed by a phrase with *as* that helps to define the thing we are talking about:

- its role or function:
  My father ***worked as*** *a chef for many years.*
- the role or function it pretends to have:
  William loves ***dressing up as*** *Batman.*
- is perceived as having:
  We ***viewed*** *the whole activity* ***as*** *rather mundane.*

2 *AS* + NOUN

After some verbs we use *as* + noun (phrase):

He's going to ***stand down as*** *President at the next election.*
This gadget ***doubles as*** *a bottle opener and corkscrew.*
He ***started off as*** *an ordinary sailor but* ***ended up as*** *admiral.*
To be honest, she ***comes across as*** *a bit of a know-all.*

- Here are more examples:
  practise act begin rank qualify function continue rate train operate emerge count serve finish regard treat disguise see

3 *AS* + ADJECTIVE

We can also use an adjective after *as*:

The police have ***condemned the attacks as cowardly.***
He has been ***depicted as shallow and brutal.***
The lump was ***diagnosed as non-malignant.***

- Here are more examples:
  attack confirm characterise denounce reveal brand expose categorise dismiss describe

Note that we can also use most of these verbs with *as* + noun (phrase).

4 DEFINING THE OBJECT

We can use *as* + noun (phrase) to define the object of some verbs:

I have always ***acknowledged my first teacher as*** *a great influence on me.*
I see ***this year as*** *a great opportunity to improve our production rate.*
They ***appointed the vice-president*** *as chairman.*
The dealer tried to ***pass various forgeries off as*** *the real thing.*

- We can also use this structure in the passive:
  I ***was regarded as*** *a problem child.*
  The oldest man ***was identified as*** *the main culprit.*
- Here are some more examples of verbs we use in this way:
  name interpret elect proclaim label perceive nominate treat classify keep recognise employ define use select dismiss accept rate

5 SIMILAR STRUCTURES

- We use *for*, not *as*, after a few verbs similar to those above:
  Do you take me ***for*** *a fool?*
  I was mistaken ***for*** *a foreigner.*
- We use *like*, not *as*, with some verbs:
  She behaved ***like*** *a child.*
- Sometimes a verb can be followed by *like* or *as*:
  He treated me ***like*** *a child.* (= I'm not a child)
  Let's treat this ***as*** *a lesson for both of us.* (= It can be a lesson)
- With some similar verbs, we don't use *like*, *as*, or *for*:
  My teacher ***considers*** *me a fool.*
  The youngest woman ***proved*** *the best candidate.*
  He ***ended up*** *unemployed.* (*End up* can be followed by *as* + noun. See 2 above)

watch out!

We use *as if* in a different way from *as*:

✗ ~~*He looked at me as I was an idiot.*~~
✓ *He looked at me* ***as if*** *I was an idiot.*

? check

Which of the sentences below is not correct?

a Their music has been classified as techno-rock.
b An outsider has emerged as the front runner in the presidential elections.
c The opposition leader dismissed the attack as irrelevant.
d The Prime Minister acted as virtual Head of State during the President's recent illness.
e Many actors become as multi-millionaires if they make it big in America.

Practice

1 Rewrite each of the following sentences using a form of the verb given and *as*.

a People said she was happy and looking forward to the future.
describe

b It's difficult to say whether the film is a comedy or a thriller.
categorise

c I'd like you to carry on being my assistant if you can.
continue

d I think The Avengers is the dullest film I've ever seen.
rate

e She was a doctor before she became a politician.
practise

f The papers called him a liar and a cheat.
dismiss

g In law, manslaughter means killing someone without meaning to.
define

h People thought his behaviour was irresponsible.
denounce

i If you win the lottery, it is not taxable income.
count

j The police think her disappearance is a serious matter.
treat

2 Fill each of the blanks with one of the words listed. Write a dash (–) if no word is needed.

as like for

a Accept this ..... what it's worth.
b Don't let's take anything ..... granted.
c Accept it ..... a tribute.
d Consider it ..... done.
e He was treated ..... a long-lost friend.
f He'll end up ..... bankrupt.
g I felt ..... unwanted.
h He took me ..... a foreigner.
i Let's treat this ..... a one-off.
j He'll be remembered ..... a great leader.
k She'll be remembered above all ..... her smile.
l He'll be remembered ..... no other before him.

3 Rewrite each of the following sentences with the prompt words given. You will need to change the form of some of the words and add others.

a A centre of learning and culture is the image of the town we should be striving for.
We / should / look / promote / town / centre

b There's no reason why you shouldn't be an external candidate.
You / always / enrol / external

c Some people might have thought from the way he behaved that he was arrogant.
manner / could / interpreted

d In more than one novel, writers have used pigs to depict political leaders.
several / politicians / portrayed

e A failed musician, Noel thought he would have a go at being an actor.
Having / as / musician / try / luck / actor

4 Underline the options that can complete the sentences. One, two, or three options may be possible.

1 He has been ..... as the third man in the affair.
a named **b** published **c** termed **d** identified

2 You ought to ..... this as an opportunity to better yourself.
a view **b** regard **c** define **d** think

3 When he came to power, he was ..... as a saviour.
a thought **b** considered **c** hailed **d** classified

4 At a pinch this sofa could ..... as a bed.
a double **b** act **c** serve **d** practise

5 Could you ..... as a 'Don't know'?'
a notify me **b** put me down **c** note me down **d** write me up

6 ..... a friend.
a Consider me **b** Think of me as **c** Regard me **d** Make me as

7 In many caricatures and cartoons he was ..... as a donkey.
a described **b** portrayed **c** depicted **d** treated

8 He emerged ..... from his ordeal.
a a better man **b** unscathed **c** as a hero **d** as undefeated

9 I don't think he'd ..... two weeks as a commis waiter here.
a qualify **b** last **c** end up **d** keep

10 I can never ..... as 'madam'.
a name her **b** think of her **c** refer to her **d** call her

Unit fifteen

Vocabulary

SECTION 4

Competition, opposition, disagreement

1 COLLOCATION

A number of verbs and adjectives collocate with *competition* and *opposition*:

*We **encountered fierce competition** in the opening stages of the tournament.*
*The market economy is designed to **stimulate competition**.*
*The proposal to allow heavy lorries on the narrow road **met stiff opposition**.*
*The scheme **aroused / came up against considerable opposition**.*
*Local residents **voiced their opposition** to the scheme.*

- We can also use some adverb / adjective collocations to describe *competition* and *opposition*:
  *My youngest son **is fiercely competitive**.*
  *I am **vehemently opposed** to any alteration of the original proposals.*

1 Fill the gaps in the following sentences with the most suitable word listed.

1 My father was ..... opposed to my decision to join the army.
a *extremely* **b** *formidably* **c** *bitterly*

2 Unfortunately we are facing ..... competition from our rivals.
a *arm-breaking* **b** *cut-throat* **c** *one-armed*

2 WORD FORMATION

Person	Noun	Adjective	Verb
competitor	*competition*	A	*compete*
B	*opposition*		*oppose*
rival	C	*rival*	D
contender	*contention*	*contentious*	*contend*

2 Fill the gaps in these sentences with a word that should fill one of the gaps A–D in the table above.

a I'm afraid I completely lack any sort of ..... instinct when it comes to sport.
b I think he will find that his ..... in the second round is made of sterner stuff.
c There was a long-standing ..... between the sisters.
d In my view, football can never ..... athletics for sheer excitement.

3 PREPOSITIONS

Note the prepositions we use after these verbs and nouns:

compete	***compete in** a tournament / championship / race*
	***compete with / against** somebody*
	***compete for** business*
competition	***competition between** rivals*
opposition	***opposition to** the idea*
oppose	*I'm **opposed to** that idea.*
	*I **opposed** the scheme.* (= no preposition)
disagree	***disagree with** you / your idea*
disagreement	***have a disagreement with** the others on the team*
	***have a disagreement over** unimportant issues*
fight	***fight against** the new road scheme*
	***fight** somebody* (= no preposition)
beat	*I **beat** him.* (= no preposition)

Practice

1 Put the words in brackets in a suitable form in the sentences.

a There is a lot of friendly ..... between the two teams. (**rival**)
b Our ..... are still some way behind us. (**competition**)
c He was implacably ..... to the plan. (**opposition**)
d The match was fiercely ..... . (**competition**)
e His achievement ..... that of the world's greatest runners. (**rival**)

2 Underline one or both of the pairs of words on the right that collocate with the words (a–j) **on the left.**

Example: fierce competition / opposition

a close	competition / opposition
b voice	competition / opposition
c all-out	competition / opposition
d take on	the competition / the opposition
e strongly	competitive / opposed
f vehemently	competitive / opposed
g a fearsome	competitor / opponent

h raise an objection / a complaint
i head-on confrontation / difference
j sweeping condemnation / disapproval

3 Fill each of the blanks in the following sentences with one of the words listed. Make any necessary changes to word formation. More than one answer is sometimes possible.

Example: It was a world-class field and the competition was *formidable / intense / fierce.*

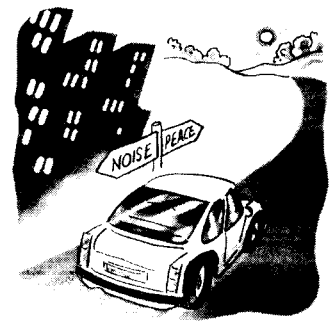
stimulate intense brush violent raise formidable object fierce meet beat come up against

a I would like to ..... a couple of objections to the scheme.
b The local residents are ..... opposed to the plans to widen the road.
c It seems we are ..... competition from several other companies for the contract.
d As a team, they are ..... competitive.
e They played so well they simply ..... aside all the competition.
f There is ..... competition in the motor industry.
g We are going to ..... stiff opposition in the next round.
h We ..... Real Madrid 3–2 in the final.
i The government's policy is to ..... competition and therefore economic growth.
j You can't really have any serious ..... to my going away for the weekend, can you?

4 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, using the word given. The word must not be altered in any way.

Example: I'm not at all in favour of longer prison sentences. **against**
I am totally against longer prison sentences.

a The building development had to be abandoned because the locals totally opposed it.
outright
b In the final they met strong competition from the Danish side.
came
c Farmers have objected to the government's new agricultural policy.
voiced
d They beat Holland in the final match.
won
e Many people felt moved to oppose the building of the new motorway.
aroused
f The defence lawyer convincingly proved the allegations to be false.
rebuttal
g Their latest theories are in complete opposition to mainstream thinking.
fly
h We decided to get away from the relentless fierce competition and retire to the country.
rat



5 Choose the word or phrase that best completes each sentence.

1 The two countries have been ..... for months over the issue of trade.
a face to face **b** at loggerheads **c** eye to eye **d** on tenterhooks
2 I find myself at ..... with most of my colleagues on what is the best way forward.
a conflict **b** disagreement **c** odds **d** friction
3 The issue of European unity remains a bone of ..... among many political parties.
a discussion **b** controversy **c** division **d** contention
4 There are still a number of apparently ..... differences between the two sides in the dispute.
a irreconcilable **b** unopposable **c** wide **d** narrow
5 The ..... over pay that erupted over the summer was both petty and prolonged.
a negotiation **b** disobedience **c** dispute **d** talks
6 His ideas on urban regeneration run ..... to mainstream thought.
a counter **b** against **c** opposite **d** deviate
7 I feel I really must take ..... with your assertion that I am overpaid.
a dispute **b** differ **c** issue **d** discussion
8 Your results are at ..... with the official figures.
a difference **b** disagreement **c** variance **d** non-alignment
9 The advancing army wreaked terrible ..... for their previous defeats.
a vengeance **b** reprisal **c** retaliation **d** vindictiveness
10 It was a furious argument and they ..... into each other without mercy.
a argued **b** laid **c** attacked **d** crashed

SECTION 5

Starting and ending; creating and destroying

1 STARTING

There are many common phrases related to starting things:

*Mothers **give birth to** babies, farmers **plant their crops**, gardeners **sow the seed**, businesses and funds are **set up**, and bank customers **open accounts**.*

1 Fill the gaps below with the verbs listed.

initiate found pass create evoke formulate

a ..... an institution
b ..... an impression
c ..... memories of one's youth
d ..... proceedings against someone
e ..... a response to a demand
f ..... a new law

2 Do the same with these items.

form arouse instil conjure up adopt embark

a ..... an image of peace and harmony
b ..... feelings of bitterness
c ..... a new policy
d ..... on a solo career
e ..... an alliance
f ..... a sense of responsibility in someone

2 ENDING

There are also many common phrases related to ending things:

*People **die, pass away** and **'go to meet their maker'**, crops **fail**, the seed **falls on stony ground** and bank customers **close accounts**.*

*A newspaper reporter might write of whole communities being **massacred, annihilated, wiped out, slaughtered**, even **butchered**.*

*Reputations can be **ruined, destroyed**, forever **tarnished** or **stained, in tatters, in ruins**.*

*Public figures can be **cut down to size, brought down to earth** with a bump, **stripped of** their dignity, **reduced to** ciphers, **consigned to** the scrap-heap, be **kicked out of office** or just **stand down**.*

*Companies can **close, shut down, cease trading, be taken over, go out of business, go bankrupt, go to the wall, go into liquidation** or simply **call it a day**.*

3 Match a first half (1–6) with a second half (a–f) to make complete sentences.

1 His career took off with two successful films
2 They got engaged in spring
3 He was made skipper last season
4 He joined the fitness club in August
5 He took up the post in 1997
6 He set up the company in 1996

a but within weeks he had cancelled his membership.
b but then he faded into oblivion.
c but it folded in 1998.
d but within three months he was stripped of the captaincy.
e but he broke it off soon afterwards.
f but was relieved of his position six months later.

3 PHRASAL VERBS

There are many phrasal verbs related to starting and ending. Note how particles and prepositions can have quite different meanings according to the verb we use them with;

start up open up sign up
close up finish up dry up
start out branch out open out
die out wipe out fade out
start off lift off shoot off
go off wear off finish off

4 Which of the verbs above fit in the gaps in the following sentences? Use an appropriate form.

a I think this milk has ..... – smell it.
b It's time the company ..... into different areas.
c It would be awful if the great turtle were to ..... .
d He suddenly ..... in the middle of his speech.
e Don't worry; the effects of the injection will ..... in a few hours.

Practice

1 Underline the words or phrases that can complete each sentence. One, two, three or all four options may be possible.

1 This old jacket of mine is ..... out.
a wearing **b** throwing **c** fallen **d** worn
2 Our organisation was ..... in 1960.
a found **b** established **c** set up **d** founded
3 I think we should ..... this new policy of co-operation.
a embrace **b** adopt **c** accept **d** introduce

4 Enthusiasm for the play-school scheme simply ..... .
a went out **b** extinguished **c** petered out **d** dispelled

5 These old buildings next to the river should be ..... down.
a scrapped **b** pulled **c** brought **d** knocked

6 This painting ..... an atmosphere of almost total tranquillity.
a reminds **b** makes up **c** conjures up **d** evokes

7 Nobody could quite believe the matron's ..... .
a dismissal **b** appointment **c** resignation **d** sacking

8 My best friend was ..... out of the team.
a kicked **b** put **c** thrown **d** sacked

9 In zoos many animal species are ..... in captivity.
a made **b** breeding **c** bred **d** produced

10 Farmer John's been ..... cows for nearly 40 years.
a breeding **b** giving birth to **c** raising **d** growing

2 Fill each of the numbered blanks with one suitable word.

John D Martin ..... (1) born in a little village just outside Chester in the year 1923. In his lifetime he ..... (2) up 154 companies, all of which ..... (3) out of business and had to ..... (4) down with the receivers being ..... (5) in and the firm ..... (6) into liquidation. (He once ploughed thousands of pounds ..... (7) a business responsible for the ..... (8) of a hundred seaside homes fifteen miles from the beach.) He was declared ..... (9) in court seventy-nine times and ..... (10) up with fifteen suspended prison sentences. Every single one of his ventures ..... (11), not one ..... (12) off. All of his businesses ceased ..... (13) within six months of wheels being set in ..... (14); any scheme that he tried to ..... (15) into practice died a ..... (16). Asked late in life why so many of the projects he had ..... (17) life into had had to be ..... (18) up, he replied: 'I quite enjoy ..... (19) up in the morning and I really like ..... (20) to bed at night. It's just the bit in between I've never been able to come to terms with.'

3 Rewrite each of the sentences using the two prompt words given so that it is similar in meaning to the sentence printed before it.

Example: What sometimes begins as a minor matter can ultimately lead to a major policy issue.
off / up
What sometimes starts off as a minor matter can end up as a major policy issue.

a There is a danger that many beautiful animals will soon be extinct.
strong / facing

b No one thinks the new law that is being brought in is very good.
welcomes / introduction

c They seem to think that a new supervisory body will solve the problem.
creation / solution

d A special party was held to commemorate when the company was set up.
setting-up / celebrated

e We've only had this situation since Ian's resignation as chairperson.
being / stood

f There's no way this area will be saved unless those buildings are demolished.
demolition / save

g Our local MP was voted out barely six months after he had been voted in.
seat / elected

4 Fill each of the blanks with a suitable word or phrase.

a Tragically, this is a disease very ..... from.

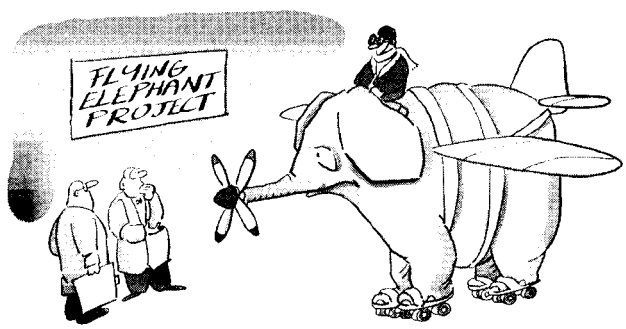
b In which year ..... Nations founded?

c Billions of insects and small animals are wiped ..... pesticides every month.

d The new law will come ..... as from January 1 next year.

e More cynical members of the committee don't think our scheme will see ..... day.

f We remain unconvinced that the project will ever get ..... ground.



Exam practice 15

1 Finish each of the following sentences in such a way that it is **as similar as possible in meaning to the sentence printed before it**.

a The journalist wanted to interview me and I eventually agreed.
I finally consented .....

b I told the Council that their decision ought to be reconsidered.
I urged .....

c It appears that the harvest workers think they were maltreated.
The harvest workers claim to .....

d I could never stand up in front of so many people.
Nothing could .....

e I suppose they'll get the message eventually.
I dare .....

f Contemplating what will happen after the merger fills me with alarm.
I dread .....

g Say the wrong thing and you'll upset him.
You risk .....

h This must be one of the worst films ever.
This must rank .....

i The depiction of the President in the documentary was of a rather sad old man.
The President was .....

j The outgoing chairman was called a liar and a thief by the newspapers.
The newspapers denounced .....

SCORE _____

2 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

a This kitchen table is also the desk where I work.
doubles

b I've never been on such a long and boring train journey as that.
count

c The painting bought by the National Gallery was found to be a forgery.
exposed

d Every contribution I made was thought to be unrealistic.
dismissed

e His strategy of playing down the importance of the incident failed.
sought

f The plan to extend the sewage works met with strong opposition from local residents.
came

g The twins were in constant competition for their mother's attention.
vied

h His welfare reforms challenge conventional thinking.
fly

i Diversification into other areas of business was felt to be the way forward.
branching

j The company was closed down after failing to raise profit levels.
liquidation

SCORE _____

3 Fill each of the blanks with a suitable word or phrase.

a I resent ..... to as 'a common thief'.

b I've always regretted ..... learned German properly.

c Although the exam is difficult, I don't anticipate ..... work as hard as I did last year.

d To my pleasant surprise, repairing the engine proved ..... difficult as I thought it would.

e I dare ..... will find the calculation more complicated than you thought.

f He was obliged ..... for his rudeness.

g The managing director welcomed me warmly but realised too late that he had mistaken ..... someone else.

h Some newspapers are perceived ..... more on entertainment than news.

i His reputation was ..... tatters as a result of the scandal.

j The entire project has ..... to the scrap-heap and we've been told to start again.

SCORE _____

4 Circle the word or phrase that best completes each sentence.

1 My music teacher suggested ..... for an hour before breakfast.
A practising **B** to practise **C** having practised **D** to practising

2 I ..... to have to inform you that your ticket is not valid.
A regret **B** sorry **C** apologise **D** resent

3 What the boy really ..... was to go to the cinema with his father.
A enjoyed **B** wanted **C** appreciated **D** adored

4 How very young children acquire their linguistic skills never ..... to amaze me.
A stops **B** finishes **C** ceases **D** ends

5 The incoming administration ..... to clean up corruption in the city.
A pledged **B** contemplated **C** suggested **D** resumed

6 Worried about the future of the family business, he ..... for his sons to follow in his footsteps.
A desired **B** yearned **C** considered **D** anticipated

7 Stockhausen's early compositions have been ..... as 'crash, bang, wallop' music.
A dismissed **B** sent out **C** eulogised **D** dreaded

8 We rarely see ..... on most matters of business policy.
A face to face **B** at loggerheads **C** eye to eye **D** on tenterhooks

9 I frequently find myself in ..... with the board of directors.
A conflict **B** rivalry **C** odds **D** friction

10 Their latest proposal runs ..... to everything they've been saying over the last year.
A counter **B** against **C** opposed **D** competitive

11 I discovered that I was in complete ..... with everyone else in the office.
A difference **B** variance **C** disagreement **D** competition

12 In a fury he ..... into his detractors, denouncing them as shallow.
A argued **B** laid **C** attacked **D** crashed

13 We encountered particularly ..... opposition in the second round of the tournament.
A hard **B** iron **C** rigid **D** stiff

14 The complainant ..... libel proceedings against the magazine.
A founded **B** created **C** initiated **D** set off

15 My aunt ..... on a long story about losing her night-dress down a manhole (or something).
A set off **B** evoked **C** embarked **D** opened

16 After several disastrous matches, he was ..... of the captaincy.
A cancelled **B** removed **C** relieved **D** reduced

17 Her announcement was designed to ..... rumours of her imminent retirement.
A peter out **B** dispel **C** disperse **D** annihilate

18 The secretary was ..... to tears by the manager's behaviour.
A brought down **B** diminished **C** reduced **D** belittled

19 The effects of the anaesthetic ..... after a couple of hours.
A wiped out **B** finished off **C** dried up **D** wore off

20 We were forced to ..... our account because of financial pressures.
A end **B** fold **C** close **D** break off

SCORE

TOTAL SCORE

Progress test 3 (testing contents of Units 1–15)

1 Fill each of the numbered blanks in the passage with **one** suitable word.

Around 290 BC, the most fashionable philosophical movement in Greece was Stoicism, ... (1) by a businessman ..... (2) settled in Athens and ..... (3) to explaining his ideas in the marketplace. He offered to deliver men from fears and desires ..... (4) made them unhappy, by accepting the world ..... (5) it was and seeking happiness within themselves. So long as happiness ..... (6) on others, or on anything over ..... (7) men had no control, they ..... (8) be a prey to anxiety and disappointment. (Another Stoic called Chysippus is said ..... (9) have died ..... (10) laughing at his own joke!) Release from fear and worry was also ..... (11) Epicurus, a native Athenian, offered. He argued that while pleasure was good, some pleasures could be perceived ..... (12) potentially painful. ..... (13) was the pursuit of success, and such entanglements as marriage that were to be avoided. Other views were being aired in the Lyceum, (14) ..... Aristotle had once lectured, and in Plato's old Academy. The Academy had been taken over by a group ..... (15) themselves Sceptics, who said that ..... (16) argument might be produced in support of a belief, just as strong arguments ..... (17) be produced to refute it. The wise man had no opinion about anything other than ..... (18) which he had seen and felt. Meanwhile another group had also appeared that went ..... (19) the name of Cynics and professed indifference ..... (20) all worldly things in their pursuit of virtue.

SCORE _____

2 Finish each of the following sentences in such a way that it is **as similar as possible to the sentences printed before it**.

EXAMPLE: Our records indicate that you are two months behind with your rent.
According *to our records, you are two months behind with your rent.*

(a) The director didn't like the idea that his employees were arriving late.
The director objected .....

(b) The gun going off was the signal for everyone to panic.
As soon .....

(c) As far as I know, this has never happened before.
To .....

(d) I simply fail to understand some of my colleagues' attitudes to work.
I have some colleagues .....

(e) You can only really master a language if you use it regularly.
Only by .....

(f) In a nutshell, Joseph's not up to the job.
The long and .....

(g) What alienated the workforce was that management never consulted them.
It was the .....

(h) The thought of what might happen next fills me with horror.
I dread .....

SCORE _____

3 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: It is widely *believed by* many people that breaking a mirror can bring bad luck.

(a) We had originally planned to leave at 7, but that would ..... getting up at 5.30.
(b) The chef vehemently ..... been in any way responsible for the food-poisoning scare.
(c) What you don't seem able ..... long such arrangements can take.
(d) What mystified me ..... managed to make her way out of the jungle.
(e) He survived eighteen years in prison only ..... of a heart attack the day after he was released.
(f) I don't think we should write her ideas ..... unworkable at this stage.

SCORE _____

4 For each of the sentences below, write a new sentence **as similar as possible in meaning to the original sentence**, but using the word given. This word **must not be altered in any way**.

EXAMPLE: I realised all of a sudden that I didn't know his address.
occurred
It suddenly occurred to me that I didn't know his address.

(a) The final scene was so horrible I had to turn away.
bear
.....

(b) She warned me not to get too angry about my in-laws' comments.
against
.....

(c) I know I don't make clear what I mean sometimes.
express
.....

(d) Why should anybody be proud of the fact that they got rid of 200 jobs?
pride
.....

(e) I think it was his attitude that upset me more than anything.
what
.....

(f) Would you believe that she spent a full £50 on her new hair-do?
less
.....

(g) The police say that the circumstances of her death are suspicious.
treating
.....

(h) We shouldn't overstate the importance of finishing on time.
emphasis
.....

SCORE _____

5 Choose the word or phrase which best completes each sentence. Circle the letter **A**, **B**, **C** or **D** for each sentence (1–25). Give **one answer only** to each question.

1 I couldn't ..... to live the way they do.
A take **B** stand **C** bear **D** tolerate

2 Changing the departure time would have ..... getting up two hours earlier.
A resulted **B** led **C** caused **D** entailed

3 I never ..... to be informed of their every movement.
A asked **B** insisted **C** told **D** suggested

4 He knew ..... well what he was doing when he went there.
A absolutely **B** totally **C** perfectly **D** rather

5 I'm not sure how we can get the main thrust of our message ..... to a few million people.
A in **B** across **C** through **D** off

6 We are in two minds as to how to ..... with these latest problems.
A settle **B** tackle **C** deal **D** handle

7 I am ..... the opinion that nothing we say will change anything at all.
A in **B** after **C** with **D** of

8 We should have foreseen the consequences from the ..... .
A outset **B** outcast **C** onset **D** offcut

9 It's obvious that most of the trainees are still at ..... when it comes to procedures.
A sea **B** odds **C** trouble **D** probation

10 As far as costs ....., there's little difference between the two options.
A concern **B** matter **C** go **D** make

11 We were facing the ..... competition imaginable.
A stiffest **B** strictest **C** fullest **D** hardest

12 He was prepared to announce the news to all and ..... .
A remainders **B** odds **C** sundry **D** select

13 I'm beginning to realise that Alan is just ..... lazy.
A glaringly **B** conspicuously **C** crass **D** downright

14 He seems ..... of any humour whatsoever.
A lacking **B** devoid **C** light **D** low

15 It's not in my nature to ..... over the price of something.
A haggle **B** discuss **C** challenge **D** transact

16 We all wish you luck as you ..... on a new career.
A move **B** alight **C** embark **D** board

17 I don't think anything would ..... me to leave this house.
A induce **B** prevail **C** entail **D** instigate

18 Contributions to the charity are beginning to ..... up.
A end **B** finish **C** peter **D** dry

19 What if the committee take ..... with you on the expenses calculations?
A odds **B** exception **C** issue **D** umbrage

20 The idea that she might win a medal is ..... fantasy.
A crass **B** sheer **C** eminent **D** rank

21 He ..... one last look at the house and then turned on his heels.
A made **B** did **C** took **D** gave

22 There's no point burying our heads in the ..... , is there?
A sand **B** ground **C** snow **D** earth

23 It's ..... that he forgot three consecutive appointments.
A unintelligible **B** inscrutable **C** incompatible **D** inconceivable

24 It may have ..... your notice, but it's Mrs Hodges' birthday today.
A slipped **B** skipped **C** missed **D** escaped

25 ..... regards the future, I think we'll just have to wait and see.
A With **B** As **C** In **D** What

SCORE

TOTAL SCORE

Answer key

Unit 1

Entry test

1

a been salesmen since we left university.
b been working here for ten years.
c time I heard from Sarah was a couple of months ago.
d I started taking these lessons, I haven't found computers so difficult.
e to see as (or: such a) good a player as Michael Owen in this competition.

2

a had been working (or: training) as
b been thinking of (or: toying with the idea of)
c had been
d will / should / ought to have
e to have

3

a have you been
b was trying / had been trying
c will have been
d to have been
e thinking of (or: toying with the idea of)

4

a going to b comes to a c have been
d the point of e to leave

SECTION 1

check

a It's the third time he has / he's missed a meeting.
b As soon as he finishes (or: has finished), he's going home.
c This is the best lasagne I have / I've ever had.
d Since we've known each other, he has / he's always shown impeccable manners.
e Since I met her, I've never seen her lose her temper.

Practice p 19

1

a ✓
b That's the second time you've forgotten to post something for me.
c I haven't seen Peter since he began seeing his new girlfriend.
d Ever since we met, you have / you've never asked me what I prefer to do.
e In all my life, I have / I've never spoken to someone / anyone who is quite so stupid.
f ✓
g ✓
h Since he's lived here, he has / he's usually been extremely friendly.
i They'll join us after they've got / had a bite to eat.
j ✓

2

(1) thought (2) walked / stepped
(3) never (4) is (5) met

3

(1) got (2) fallen (3) lost (4) count
(5) enough / it (6) wondered
(7) done / had (8) torn
(9) made / cracked (10) arrived

4

a I've finished
b I haven't come
c has run
d as if she has / she's
e best pizza I've / I have ever
f makes / it is that makes
g has done nothing
h to get

5

a last seen over a month ago.
b to see as extraordinary a goal / such an extraordinary goal as Bergkamp's.
c anyone / someone has asked me that. (or: I've been asked that.)
d Channel Tunnel was built, the journey to Paris takes / has taken much less time.
e up smoking almost a year ago.
f the new café next door was opened, (or: they opened the new café next door,) this one has been a lot less popular. (or: hasn't been nearly so popular.)

SECTION 2

check

a unfulfilled plan
b Past Perfect with *before*
c obvious time sequence: use Past Perfect or Past Simple
d Future Perfect with *by the time*
e *appear* + Perfect infinitive

Practice p 21

1

1 b 2 f 3 d 4 c 5 g 6 h 7 e 8 a

2

a By the time he is 50, he will have lived / will have been living in this country for half his life.
b It's a surprise party and they won't know anything about it until they get here.
d The other seventy guests should have arrived before Mikis and Maria.
e By the time we have finished, everybody will have eaten and drunk as much as they can.

3

~~I had recently~~ = I have recently
~~I went~~ = I have / I've been
~~I have once spent~~ = I once spent
~~I had loved~~ = I loved
~~I returned~~ = I have returned
~~to had been~~ = to have been
~~have been delayed~~ = were delayed
~~we have expected~~ = we expected / we had expected

4

a you get there I'm sure he will have arrived.
b to Cornwall I reckon we will / we'll have travelled / driven over 200 miles.
c report has been keyed, could you perhaps check this order for me?
d bound / certain / sure to have got there before everyone else.
e received your completed application form, we will fax you further details.

5

a (that) they had
b checked / made sure that the electricity had
c realised / remembered (that) we had
d will / shall / 'll have finished
e to have
f will be leaving / heading
g to have
h had no alternative / option / choice

SECTION 3

check

1 b 2 d 3 a 4 c 5 e

Practice p 23

1

(tick:) 1 b 2 a 3 a 4 a 5 b 6 b

2

(tick:) (1) had been constantly going / had constantly gone (2) starred / was starring (3) were already waiting (4) have been doing (5) turned out (6) would have preferred (7) completely failed to realise (8) were being closely monitored / were closely monitored (9) they changed (10) I'm not thinking

3

1 d 2 a 3 b 4 g 5 h 6 e 7 c 8 f

4

a I was wondering if / whether you might like to come round this evening.
b We've been arguing over politics for years.
c It's finally dawning on my son that there's no such thing as a free lunch.
d Who is running this event?
e I think he's at last coming round to my way of thinking.

SECTION 4

check

a fixed plans / arrangements
b a personal intention
c an unalterable arrangement or fact
d an immediate decision
e an action that will happen because it is regular or decided

Practice p 25

1
(tick:) a she's going to
b I'll
c I'm going to be
d I'll
e am leaving
f is not
g would
h will be doing
i will have gone
j are to

2
(1) due (2) just (3) point (4) unless
(5) be (6) to (7) left / gone
(8) leaving / going / off (9) be
(10) move

3
a on the point of (or: thinking of / toying with the idea of)
b would do his
c as we've paid
d is going to have (or: will have) an
e will have been studying
f to be taken

4
1 years / **from** now
2 about / **to** become
3 ✓
4 ✓
5 have / **gone** out
6 There / **is** little
7 will / **have** disappeared
8 ✓
9 this / **will** affect
10 we / **have** left
11 grandchildren / **will** be
12 still / **be** talking
13 ✓
14 they / **are** feeling

SECTION 5

Pre-practice

1 c prefer ✓
2 a ✓

Practice p 26

1
1 a ✗ b ✓
2 a ✓ b ✗
3 a ✓ b ✓
4 a ✗ b ✓
5 a ✓ b ✓
6 a ✓ b ✓
7 a ✓ b ✓
8 a ✗ b ✓
9 a ✓ b ✓
10 a ✓ b ✓

2
(1) I particularly dislike
(2) ✓ (or: we have been studying)
(3) am beginning
(4) have had
(5) feel
(6) ✓
(7) ✓
(8) was thinking
(9) ✓
(10) realised
(11) didn't know
(12) was talking
(13) ✓
(14) ✓
(15) consisted
(16) don't think
(17) had read
(18) ✓
(19) would have sounded
(20) ✓

3
a I suppose I could (always) ask Richard to help me out.
b It sounds as if the honeymooners are enjoying themselves.
c I'm depending on your help to finish this work.
d The new receptionist certainly doesn't lack confidence.
e My young niece was always tired because she was found to be lacking in iron.

4
(tick:) 1 b 2 b 3 c 4 d 5 d 6 a 7 c 8 c 9 c 10 a

SECTION 6

Pre-practice

(circle:) 1 d
2 b, c
3 1 a 2 b 3 c

Practice p 28

1
(underline:) 1 b 2 a 3 a 4 b 5 b 6 b 7 a 8 b 9 a 10 b

2
1 *time* 2 *surely* 3 *twinkling* 4 *next* 5 *immemorial* 6 *nick* 7 *kill* 8 *time-consuming* 9 *long-standing* 10 *matter*

3
(circle:) (1) spent (2) scanning
(3) devoted (4) territory (5) releasing
(6) get home (7) for (8) gap
(9) bearings (10) fill (11) way

4
(underline:) 1 a 2 b 3 b 4 d 5 d 6 a 7 a 8 c

Exam practice 1

1
a feel at home here until after a few weeks / until a few weeks have gone by.
b we leave he will / he'll almost certainly have left.
c has heard of Lucas for a week.
d to meet as infuriating a person (or: such an infuriating person) as Theo.
e the first time I've seen Anita's hair (or: Anita with her hair) in such a mess.
f the more modern 306 was produced, this type of car hasn't sold so well.
g seem to have sent us the wrong information.
h seem to have made a mistake.
i were clearly felt by the President not to have acted swiftly enough.
j have got out of there – it was hell.

2
a will have left / gone
b will have finished (or: stopped, etc.)
c to have been / become
d he had come (or: he had been directed)
e have been taken

3
(1) conjure (2) are / have been
(3) running (4) distant (5) belonging
(6) just / merely / simply (7) described
(8) is (9) paid (10) broken (11) having
(12) had (13) were (14) cheering / clapping / rooting (15) tried (16) put
(17) been (18) begun / started (19) be
(20) have

4
(1) B (2) A (3) D (4) B (5) C
(6) A (7) A (8) C (9) D (10) A
(11) B (12) A (13) C (14) B
(15) D

Unit 2

Entry test

1
a was completely destroyed by the car.
b was awarded second prize.

c was refused permission to appeal against the decision.
d has earned them several million pounds.
e were recommended (to try) a new method of checking how much we were spending.

2

a forced to / obliged to
b to be
c not having / that we hadn't / that no one had
d to have been
e to have (or: going to have)

3

a having it / getting it / going to have it / going to get it
b get someone
c to get used (or: to get accustomed)
d had my (or: got my)
e taken

4

a has faded in the sun.
b sailing (or: being sailed) into the harbour.
c when I dropped it.
d thickened when I added flour.
e is selling a lot of copies. (or: is selling well.)

SECTION 1

check

a They were pronounced man and wife.
b I was told (or: They explained (to me)) what I had to do.
c He was forgiven his previous misdemeanours.
d He earned a lot of money from his betting.
e We were recommended a good restaurant for lunch.

Practice p 35

1

a *could soon be fitted, being considered*
b *being caused*
c *were charged*
d *has finally been elected*
e *to be printed, is expected, is auctioned*
f *has been held, is deemed*

2

1 c 2 b 3 d 4 a 5 e

3

a The victim was shown a picture of the suspect.
A picture of the suspect was shown to the victim. (or: was shown the victim.)
b The tourists used to be sold fake antiques.
Fake antiques used to be sold to the tourists.
c Why weren't the customers offered a refund?
Why wasn't a refund offered to the customers?
d Not every participant was guaranteed a free lunch.
A free lunch wasn't guaranteed to every participant.
e The incident was reported to the police.
f It was suggested to us that the Internet would be a good source of information.
(formal: The Internet was suggested to us as (being) a good source of information.)
g We were promised full compensation if the scheme fell through.
Full compensation was promised (to) us if the scheme fell through.
h The boxing match was declared a draw by the referee.
i The new members of staff will be given all the help they need.
All the help the new members of staff need will be given (to) them.
j He earned the reputation of being unreliable through that incident.

4

(1) was (2) being (3) kicked / thrown / booted (4) were (5) had (6) followed / pursued (7) been (8) be (9) housed / accommodated / installed (10) worked / thought / sorted (11) being (12) being / closely

SECTION 2

check

1 are believed 2 is thought, have been smuggled 3 were seen 4 is said 5 was cleaned, to be seen

Practice p 37

1

a were / (are)... to
b to have
c to... been
d was... to
e to... done / said
f having... taken
g being found
h not known / thought / expected to be

2

a was made to tell them everything I knew.
b was not / never allowed to study the piano at school.
c is often said never to have revised anything he wrote.
d was once thought that there were canals on Mars.
e understood / thought to have been an attack last night in the vicinity of the beach.
f is widely assumed to have been wrongly accused.
g to be cleaned until they shine.
h not to be crossed under any circumstances.

3

a She wants to be seen to be fair.
b He is often heard to say how much of his success is down to you.
c She is supposed to have fallen overboard at night and drowned.
d We certainly don't want such a ridiculous spectacle to be repeated ever again.
e The building was originally due to be completed by June.
f When I was a child, my family / parents never let me play with the children next door.

4

a being knocked down by a motorbike.
b laughed at is never very nice.
c been criticised for his extravagance, Stewart was more careful (afterwards).
d being pushed (or: having been pushed) into giving a speech.
e been told it was quicker, I naturally took the mountain road.
f having been given £100,000 (before), I can't tell you what it feels like.

SECTION 3

check

3 4

Practice p 39

1

(1) had (2) was (3) had (4) been (5) had (6) been (7) had (8) have (9) had (10) have (11) been (12) has (13) been (14) have (15) had

2

a really going to have / get my sofa delivered today?
b one of the others to post my letters for me. (or: my letters posted by one of the others.)
c supposed to be having my two front teeth capped this morning.
d need to (or: must get / must have) my car serviced.
e get them to sign the receipt (or: get the receipt signed) before you let them go? (or: before they left?)

3

a to have / get my eyes
b are / get called
c had a / my photo(graph) (or: some photo(graphs)

d was sat / had been sat / was stood / had been stood
e hadn't had (or: wouldn't have) his hair / it cut
f have to get used

4

a My sister had her flat redecorated by the whole of her class last weekend.
b We got lost in the woods.
c Do you think there's any chance (that) this new party will get elected?
d I can't say I enjoy having my work read out in front of the class.
e It's quite simple to have / get one or more of your keys copied (by a locksmith).

5

a you ever had your house broken into and any of your belongings
b you have had your fingerprints put on police files you can never
c have just got to get something done about this
d for your help I would not have got my passport
e of us can get everything organised all at the same
f must take care not to get your family involved in any such dangerous
g will almost certainly be arrested if you don't get your car taxed and
h government never seems to be able to get interest rates brought under

SECTION 4

check

c (The photograph was destroyed because of the light.)
f (The hot air balloon rose quickly into the sky.)

Practice p 41

1

2 b ✗ (in the wind) 4 a ✗ (is washed) 6 a ✗ (were compensated) 8 a ✗ (has increased) 9 b ✗ (expands)

2

a The lights dimmed during the last dance.
b Darren's performance in the 100 metres improved by a tenth of a second.
c The Titanic sank in 1911.
d His eyes filled with tears.
e The plan gradually developed.

3

a Initially, I think the plot unfolds convincingly.
b The tension increases in the third scene.
c But then you seem to change everything. (or: But then everything seems to change.)
d Melodrama replaces real drama, doesn't it?
e Why does the first act close with only a vague suspicion of murder in the air?
f Why doesn't the second act open with the actual killing?
g And why do you end the third act on such an anti-climax?
h It's difficult to see tickets selling for a play like this.

4

a *fallen* b *contracted* c *changed*
d *widened* e *folded* f *dried*
g *intensified* h *expanded* i *grown*

SECTION 5

Pre-practice

1 a *was deemed*
b *be jailed*
c *been strewn*
d *was...baffled*
e *been earmarked*
2 a for b with c under d for

Practice p 43

1

1 d 2 f 3 i 4 a 5 h 6 e 7 g 8 c 9 j 10 b

2

(1) *dogged* (2) *buffeted* (3) *haunted*
(4) *Locked* (5) *hounded*
(6) *handicapped* (7) *doomed*
(8) *blessed* (9) *touched* (10) *earmarked*
(11) *destined* (12) *possessed*

3

a *was overcome*
b *is shrouded*
c *have been inundated*
d *is / was dwarfed*
e *is scheduled*
f *were baffled*
g *has been / is / was deemed*
h *was dubbed*
i *have been / not have been short-listed*
j *were / had been strewn*

4

a Since the advertisement, we've been swamped with applications.
b Do you think it's wrong that this site has been earmarked for redevelopment?
c The interviewer was really taken aback by the Minister's response.
d The protest march was rained off.
e The office is staffed twenty-four hours a day.
f I was (rather / somewhat / really) disconcerted when the bereaved woman started laughing.
g The secret recipe is handed down from generation to generation.
h The surrounding buildings are dwarfed by the Trade Centre.
i The government's fiscal policy was pilloried in / by the press.
j All this information cannot easily be subsumed under one heading.

SECTION 6

Pre-practice

1 b 2 b 3 c

Practice p 44

1

1 b 2 c 3 c 4 a 5 d 6 d 7 c 8 b 9 a 10 c

2

a was approached
b was reached
c was filled
d was entered
e was evacuated

3

(underline:) 1 a 2 b 3 c 4 d 5 c

4

a students at the sports centre are presented with a certificate of attendance when they leave.
b pressurised into making a decision.
c are not included in the price.
d was really shocked by the way the managing director behaved last night.
e was approached and congratulated / with congratulations by several people.
f brought up in a little village on the Scottish border.
g printed with your name on.
h wasn't reported to the police until it was far too late.
i of several hundred pounds by an old woman.
j is placed on government guidelines on the importance of starting education early.

5

a An awful lot has been left out of the final draft agreement.
b The beach was packed with sunbathers.
c An honorary doctorate in law was conferred on our founder by Edinburgh University.
d My uncle was operated on (or: They operated on my uncle) for five hours to remove the growth that had been diagnosed. (or: for the growth that had been diagnosed to be removed.)
e I was robbed of my watch and

traveller's cheques while I was abroad.
f The accused claimed he was / had been provoked into hitting the police officer.
g The contract was torn up by both parties.
h Many of us were shocked when a former actor was sworn in as President of the United States.
i I was completely taken aback by the present.
j Trading activities in the war-stricken area have been scaled down.

Exam practice 2

1
(circle:) 1 A 2 C 3 D 4 B 5 B
6 A 7 A 8 D 9 A 10 C 11 C
12 A 13 D 14 C 15 D

2
(1) under (2) been (3) for
(4) known (5) be (6) being (7) by
(8) levelled (9) even (10) made
(11) reduced (12) by / through
(13) with (14) at (15) taken / borrowed (16) were (17) with
(18) in (19) ever (20) have / were

3
a to be switched off if / when the screen shows 'Ready for Shutdown'.
b hasn't been seen for over a year.
c can / should be sent off to shareholders yet.
d would have been completely baffled by the calculation if it had not been for your help.
e only be done, (or: carried out,) it must (also) be seen to be done. (or: carried out.)
f a photograph of my children used in an advertisement.
g convicted several times previously, the driver was fined especially heavily.
h were often made to stay behind after closing time (by the manageress) to do extra work.
i in the fuel lines is thought (by the investigators) to have caused the crash.
j has had to be faxed three times for a decision.

4
a are shrouded
b was (or: has been) taken
c hasn't been given
d been dubbed / nicknamed / called
e has been / is / gets handed
f have let / have allowed yourself to (or: have agreed to)

5
a The accused was overcome with emotion.
b Naturally, you will be penalised (by having points deducted) if you arrive late.
c The floor was strewn with the model's clothes. (or: The model's clothes were strewn all over the floor.)
d Our new Director wants to be addressed as 'Madam'.
e I can't say I enjoy having my writing torn to pieces in front of me.
f A decision will have to be made by the end of the week, won't it?
g The possibility of the hotel needing new staff in the summer can't / cannot / shouldn't / should not be ruled out.
h Surely nobody likes being made fun of in public.
i It should be borne in mind that the customer is always right.
j This school-leaver is not sufficiently qualified for such a demanding job, is he / she?

Unit 3

Entry test

1
a (probably / certainly / definitely) won't be / are unlikely to be
b will be / may be / might be / should be / ought to be
c will be / may be / might be / could be
d mind could
e won't have / shouldn't have
f won't be

2
a may / might
b have heard
c should be / ought to be (or: should have been / ought to have been; unlikely: could be)
d can't be / couldn't be
e can't have / couldn't have
f must have
g might have / could have / should have / ought to have told

3
a shouldn't worry / needn't think / needn't worry / don't need to worry
b have to get
c shouldn't / needn't have been
d must take / must have
e needn't have / shouldn't have
f didn't need / didn't have
g to report / go to

SECTION 1

check
a emphasising that I am certain
b in my opinion...
c emphasising that it is just possible
d predicting what would happen
e asking for a prediction

Practice p 55

1
1 ✓ 2 ✓ 3 ✓ 4 Will I...
5 You will... 6 ✓ 7 ✓ 8 ✓
9 ...he will... 10 ...smokers won't...

2
a 6 (a tooth)
b 8 (the wait or delay)
c 4 (rain)
d 5 (the wind)
e 1 (the verdict)
f 3 (a hotel room)
g 2 (your last drink)
h 7 (your intonation / spoken language)

3
a *He'll no doubt be*
b *She will*
c *may as well / might as well*
d *Will*
e *ought to / might*
f *will*
g *might*
h *won't definitely* (= I'm not sure) / *definitely won't* (= I'm certain I won't)

4
a I don't suppose he will have / he'll have the common sense to ask for directions.
b I (very much) doubt if / whether the package will be here before Friday.
c I think that's asking (or: that would be asking) too much of him.
d I suppose she could conceivably break the world record at the next meeting.
e I think they ought to be able to achieve the task. (or: I don't think the task ought to be insurmountable for them.)
f I think attitudes towards sunbathing may well have to change soon.
g Would you (perhaps) like us to pay the deposit for you?
h I don't / can't think (that) there will be any major problems.

SECTION 2

check
d (predicting)

Practice p 57

1
a ✓ b ✓ c ✗ d ✓ e ✗ f ✗ g ✓ h ✗

2
(tick:) (1) *shouldn't*
(2) *may well / might well*
(3) *could / may / might*
(4) *could / may*
(5) *should*
(6) *can't / shouldn't*
(7) *may / might*
(8) *may / can*

❸
a Quite a lot must have been stolen for the bank to be offering a reward of £50,000.
b It can't have been a very exciting match for half the spectators to leave (or: to have left) at half-time.
c It must be a good show for people to have travelled so far to see it.
d It must be a big school for there to be over sixty teachers working there.
e Something serious must have gone wrong for the boss to be ranting and raving like a madman.
f It can't have been a major operation for her to have been let out (or: for them to have let her out) of hospital the following day.

❹
a have spent a
b have been me
c have finished / be over
d have been feeling
e have known / guessed something
f have let me

SECTION 3

check
b

Practice p 59

❶
a ✓ b ✗ c ✗ d ✗ e ✗ f ✓ g ✗ h ✓ i ✓ j ✓

❷
a have had to cut
b must introduce
c had to climb / get in
d will / may / might have to retire
e would have to be
f would have had to work
g must let
h must be / must be sitting ...will have to be deducted
i have to have been working (or: have to have worked)
j am / 'm having to spend (or: am spending)

❸
(tick:) a d e f

❹
1 a have gone to so much trouble.
b wasn't necessary (for you) to go to so much trouble.
2 a be allowed to talk (at all) during the examination.
b be observed during / throughout the examination.
3 a got to go now.
b stay any longer.
4 a better take some form of identification with her, hadn't she?
b best (or: a good idea) if she took some form of identification with her, mightn't it?
5 a be impossible for you to go there without a visa after all. (or: be necessary for you to have a visa to go there after all.)
b have to have / get a visa to go there after all.
6 a we better make our excuses and leave?
b we to make our excuses and leave?

SECTION 4

Pre-practice
1 c
2 b, d

Practice p 60

❶
(tick:) a d g i

❷
(tick:) a *chance / opportunity* b *doubts / reservations* c *chances / odds* d *stake / bet* e *bound / certain* f *sure / confident* g *little / no* h *though / if* i *remote / distinct* j *inevitably / certainly*

❸
a He has / had no chance of ever persuading her to marry him.
b They stand as much chance of getting a grade A as I do of becoming Prime Minister.
c There is a chance that my company will / might send me to the United States for a year.
d There is little chance of management agreeing to the / their employees' demands.
e No one has had a chance yet of predicting the outcome of this dispute with any certainty.
f Is there any chance of my borrowing your bicycle for half an hour?
g The chances are that the match will be cancelled.
h Did you have a chance to speak to the Personnel Manager yesterday?

❹
(1) certainly
(2) likely
(3) possibly
(4) chance / possibility
(5) likelihood / chance
(6) will
(7) chances / prospects
(8) heading
(9) can't
(10) doubt
(11) could / may / might / will / must
(12) bound / certain / sure / likely
(13) certain / unavoidable / inevitable
(14) well
(15) probability

❺
a It's *unlikely* (that) he'll pass. (or: He's *unlikely* to pass.) There's little / no *likelihood* of him / his passing. I *doubt* if he'll pass. I have my *doubts* as to whether he'll pass.
b The *odds* are on her passing. (or: It's *odds* on her passing.) In all *probability*, she'll pass. I have little (or: No) *doubt* she'll pass / I don't *doubt* that she will pass. (I feel) she's *bound* to pass. Her *prospects* of passing are very good. (or: The *prospects* of her passing are very good.) I would be *surprised* if she didn't pass.
c We are not *likely* to see (or: It's *unlikely* that we'll) see him again.
It would be a *surprise* (or: come as a *surprise*) if we saw him again. The *chances* are we won't see him again. There's little / no *chance* that we'll see him (or: of our / us seeing him) again. There are few *prospects* of our (ever) seeing him again. The *prospects* of us / our seeing him again are slim. We may (very) *well* never see him again.
d We are all *far* from sure of the outcome. (or: The outcome is *far* from certain.) There is (general) *uncertainty* about the outcome. The outcome is *unpredictable*. There can be no *certainty* about the outcome. The outcome is in the *lap of the gods*. No one can *tell* what the outcome will be.

SECTION 5

Pre-practice
1 a 3 b 3 c 2 d 3 e 1 f 3

Practice p 62

❶
a *forbidden* b *illegitimate* c *illegal* d *permitted* e *illicit* f *compulsory* g *permissible* h *obligatory*

❷
(tick:) a not acceptable / unacceptable b unqualified c disallowed / not allowed d non-compulsory / not obligatory e not permitted f banned g optional h unwise i disqualified / banned j the law / the rules

❸

a You won't be compelled to do anything you don't feel up to.
b If he's done something wrong, he can expect punishment.
c You're under no obligation to pay now if you'd prefer not to.
d The curator told us (or: said) we weren't allowed to pick anything up and that we weren't supposed to touch anything at all.
e Which restaurant we go to for tonight's meal is entirely up to you.
f Nobody's going to put pressure on you / put you under pressure now regarding your choice of college.
g We don't expect you to attend all of the components of (or: the lessons on) the course.
h There are a number of bars that Richard has been barred from.
i You are not allowed to entertain guests in private rooms.
j Being the senior member of staff here, it's up to you to make the presentation.

4

a un = unlawful b im = impermissable
c un = unreasonable d un = unreliable
e im = immoral f il = illegitimate
g ir = irrational h in = inconsistent
i un = unmanageable
j un = unpardonable
k un = unnecessary l un = unethical
m in = inessential n un = unacceptable
o dis = disloyal p un = unnatural

5

(underline:) 1 a 2 c 3 a 4 a 5 b 6 c 7 d 8 b

Exam practice 3

1

(1) will (2) chances (3) may (4) well (or: (3) will (4) likely) (5) tempted / inclined / obliged / compelled / driven (6) certain / sure / bound (7) distinct / definite / strong (8) may / will (9) has / needs / ought (10) doubt / question (11) do / can (12) needn't / won't (13) obligation (14) probability (15) possibility / chance (16) all / both / probably / certainly (17) well (18) even / just / easily / well (19) essential (20) hopefully

2

a if it is within our capabilities to (or: if we will be able to) get the company to change their stand.
b is / are (very) likely to take (or: will likely take, is / are almost certain to take, will probably take) industrial action.
c be taking it seriously because / as he's just gone on holiday.
d (well) not be (or: be possible to avoid) a lengthy dispute.
e be possible apparently to find an early solution.
f are certainly facing (or: will certainly suffer, are certainly going to have to endure) financial hardship.
g the bounds of possibility that the looming crisis will never / not actually materialise.
h will not be surprised to learn that there's strong pressure to call it off.
i must have been delayed for him to be so late.
j can't / couldn't have got the news from me as we haven't spoken.

3

a should / ought to / needs to / has to / must do
b chance that the
c couldn't
d should / must / ought to / need to go / get
e better give / be wise to give
f must go / leave / be going / be leaving / be on my way as / because
g must have turned
h have to / need to
i could have / might have / should have told
j didn't have to go / need to go

4

(circle:) 1 C 2 D 3 C 4 B 5 D 6 B 7 C 8 A 9 C 10 A

Unit 4

Entry test

1

a will pay
b will
c used to
d couldn't give me
e would you agree (or: would you be able / willing / prepared)
f you be so kind

2

a wasn't able / didn't manage
b to be able
c could have given / lent / slipped / offered
d wouldn't have been able to
e they could / might be
f if I could

3

a necessary / essential (that)
b fear (that) it
c case you (should)
d think you would / could be as (or: think / realise you were as)
e would / could / might have been a
f should have / might have / could have / ought to have told
g needn't have worried / been concerned
h will have been

SECTION 1

check

a (I) b (O) c (F) and possibly (I) d (I) e (O)

Practice p 69

1

1 d 2 f 3 e 4 b 5 c 6 a

2

a *Would* b *Would* c *Shall / Can*
d *Could / Can* e *Would / Might* f *could*

3

a *rhinoceroses* b *Cats* c *pigeons*
d *Whales* e *bees*
(All the sentences illustrate *will* and *would* used to express frequency and habit.)

4

a ✗ b ✓ c ✓ d ✗ e ✓

5

a Would it be possible (for you) to give me a hand with the dishes?
b Our previous cat used to refuse to go out unless the door was opened specially for him.
c He said he would tell my wife if I didn't admit to everything.
d Would you like me to pay by cheque or would you prefer (it if I paid (or: me to pay)) cash?
e I would appreciate it if you would be kind enough to (or: be so kind as to) forward any letters to the above address.

SECTION 2

check

b

Practice p 71

1

a Could I / May I / Can I miss the first few minutes of tomorrow's meeting?
b I wish I could write better in English.
c One day soon, every schoolchild will be able to use (or: will have access to) the Internet.
d I could swim before I was three.
e A wasp sting would sometimes cause death in those days.
f These photocopiers can be quite temperamental.
g We could have got here in half the time.
h Because of the fog, they couldn't have landed at Heathrow even if they had wanted to.
i And what is this baby doing sitting on my desk, if I might ask.

2

1 a I can't understand it.
f I can't work it out.
2 g I can't bear it.
k I can't stand it.
l I can't face it.
i I can't take it.
m I can't put up with it.
3 b I can't manage.
h I can't cope.
4 c I can't help it.
e I can't stop myself.
5 a I can't get over it.
j I can't put it out of my mind.

3

a have...been able to work
b to be able to express
c may / might be able to reach / contact / get
d were...able to pull / drag
e able to make

4

a was able to put / get
b have been able to bring
c could have been
d have been able to hold
e could refute
f was able to introduce

5

a I hope it will be possible (for us) to meet again one day in more favourable circumstances.
I hope we will be able to meet again one day in more favourable circumstances.
b Some supermarket beef can be rather tough.
Some supermarket beef has a tendency to be rather tough.
c Would you be kind enough to send this out to all your major clients?
I wonder if you would (kindly) send this out to all your major clients?
d I may / might have been able to help you.
It may / might have been possible for me to help you.
e In the end we managed to communicate with sign language.
In the end we succeeded in communicating with sign language.

SECTION 3

check

a 3 b 1 c 2 d 5 e 4

Practice p 73

1

1 a It's normal that some students should feel a little homesick in their first week here.
b It's important that children should be taught the difference between right and wrong.
2 a It's bewildering that he should complain / have complained now, right at the end of his course.
b It's odd that she should leave / have left without saying anything.
3 a The youth club leader warned them that they shouldn't let their feelings run away with them.
b A bystander insisted (that) they should go to the police about the latest attack.

2

1 *in case* (or: *lest* = formal) c
2 *so that* d
3 *in case* (or: *lest* = formal) b
4 *so that* e
5 *in case* (or: *lest* = formal) a
6 *in case* (or: *lest* = formal) f

3

a Don't you think you should have reacted differently from the way you did?
b She must have felt a bit of a fool when it dawned on her who she had been speaking to.
c You should arrive at Heathrow before I do.
d Ought I to have left her with a set of keys, do you think?
e Our stubborn young son would never treat visitors to the house respectfully.
f She may have put those goods in her bag by mistake.

4

a take
b have turned into
c be informed
d wouldn't change her
e have taken

SECTION 4

Pre-practice

a 1 b 3 c 2 d 1 e 3

Practice p 74

1

(underline:) 1 a, b, c 2 c, d 3 a, b 4 a, d 5 a, b, d 6 a, c, d 7 a, d 8 a, d 9 a, c 10 a, b, d

2

a *unfailingly* b *sporadic* c *tendency* d *consistently* e *From* f *now* g *prone* h *fortnightly* i *again* j *occasion* k *uncommon* l *regularly* m *regularity* n *clockwork* o *course* p *too* q *intervals*

3

(1) As (2) by (3) from (4) to (5) in (6) in (7) out (8) every (9) after (10) once (11) more (12) on (13) On (14) so (15) Now

4

a Every second month a spot-check will be carried out on how the business is being run.
b Terrorist attacks are taking place with increasing frequency.
c It is extremely rare for an employer to physically attack an employee.
d It would be rare for such an assault not to lead to criminal proceedings.
e People only usually insure themselves against serious accidents.
f There are many times when the age of the offender should be borne in mind.
g The employees here are working under non-stop pressure.
h As a rule employees are entitled to a ten-minute break twice a day.
i We receive junk-mail with monotonous regularity.
j It is (or: would be) unprecedented for a student to be given a refund if they curtail their course.

SECTION 5

Pre-practice

1 a of b at c in, on d in, on
2 a *eminent* b *born* c *seasoned* d *polished* e *strong* f *efficient*
3 (underline:) a, c, g, h
4 (tick:) d g i

Practice p 76

1

1 B 2 B 3 A 4 C 5 B 6 C 7 B 8 A 9 C 10 A 11 C 12 B

2

a 1 b 3 c 4 d 4 e 4 f 3 g 3 h 3 i 1 j 2 k 3 l 2 m 1 n 1 o 1 p 1 q 2 r 4 s 3 t 4

3

(underline:) 1 a, d 2 a, c, d 3 b, c 4 a, c 5 b 6 a, b, d 7 c 8 b 9 a 10 a, d

4

(underline:) 1 d 2 d 3 b 4 c 5 d 6 d 7 b 8 d 9 c 10 d

Exam practice 4

1

(1) would
(2) always / invariably
(3) prone / given
(4) ability / physique
(5) would

(6) skill(s) / lightness
(7) normally
(8) capable
(9) rare
(10) every
(11) then / again
(12) rule
(13) will / would / could
(14) very / will
(15) tend
(16) great / rare
(17) for
(18) amazing / refreshing / impressive / fantastic etc.
(19) seasoned
(20) should

2

a couldn't take charge of the catering, could you?
b used to get the 8.15 train to work.
c just be able to help you out.
d have been able to save her as they didn't have the right equipment.
e might / could / should have told me you were coming!
f any way / any chance you could get here (or: any possibility of your getting here) before lunch?

3

a be kind
b could have played / done
c would you agree / be willing / be prepared
d he could pay / give
e else there might / would / could have been
f out (that) we needn't
g should have eaten
h should have / might have known

4

a Would you be so kind as to close all the doors as you go?
b I said I was / would be willing to lend a hand provided I could find the time.
c (Some) people tend to feel discouraged by their first attempt at wood carving.
d They must have felt silly when they realised they were at the wrong church.
e You're liable to get laughed at if you go out looking like that.
f It's unheard-of for anyone / people to take time off in this company.

5

(circle:) 1 B 2 D 3 A 4 D 5 C
6 D 7 B 8 C 9 B 10 A

Unit 5

Entry test

1

a we were leaving (or: we left) – it's getting late.
b all vehicles be removed from the area.
c found guilty by the jury?
d what may, we'll still go somewhere nice for your birthday.
e as it may, there is still no reason to think it isn't her money.

2

a long as you can get there early enough, we can / will be able to get good seats.
b we are leaving, I'd better get my coat.
c (that) we don't run into very heavy traffic, we'll see you at seven.
d are Dominic's keys, he must have forgotten them.
e drive so / that fast, it's not surprising you had an accident.

3

a I didn't know you, I'd be deeply offended.
b they not on e-mail, they'd never have received the news on time.
c so kind as to (or: kind enough to) hold my briefcase a minute, I can move this table.
d they change their minds, they'll let us know.
e we to sell this flat, how much do you think we'd get?

4

a had asked me to
b wouldn't have got
c it not been for
d what would you have
e I had listened

SECTION 1

check

d

Practice p 83

1

a was / were b were c weren't / wasn't
d were ('went' also possible) e had
f wasn't / weren't g weren't / wasn't
h didn't

2

a Their decision that he be promoted is a good one.
b It is essential that we be kept fully informed of any developments.
c The UN's insistence that he accept the terms of the cease-fire seemed inflexible.
d Whether the referee be right or not, the decision cannot be overturned.
e Whatever she decides, we cannot change our plans.
f She insisted that I not talk to anyone else about what I saw.

3

a *God forbid* b *Suffice it to say* c *so be it*
d *Come what may* e *Far be it from me*
f *Be that as it may*

4

a struck off, the consultant will never work again.
b neighbour talk, you'd think he owned half the county, wouldn't you?
c if he had had ten years' experience in the job.
d you didn't have that calculator, could you work this out?
e you had thought (or: had been thinking) more carefully, we wouldn't have these problems.

5

a (1) acquainted (2) may (3) be (4) proceed (5) contact
b (1) suppose / supposing (2) had (3) were (4) was / were (5) had
c (1) spend (2) go / goes (3) Suffice (4) could (5) was / were

SECTION 2

check

c ✓

Practice p 85

1

a ~~will lose~~ b ~~will be~~ c ~~take~~, ~~will have~~
d ~~will~~ (think) e ~~spend~~, ~~will like~~

2

1 c ✗ 3 c ✗ 4 c ✗ 5 a ✗ 6 b ✗

3

(1) condition (2) provided / providing
(3) long (4) only (5) unless (6) but
(7) Had (8) even (9) Were (10) ever

4

a something goes wrong, (or: doesn't go according to plan,) we'll be with you by six o'clock.
b the Finn will lose is if his engine blows out during the race.
c my car to be serviced afterwards, I'll lend you my car for your holiday.
d give him your number if you didn't want to see him again?
e want your dinner, it's in the oven.
f to leave, there's clearly nothing I can do.
g it's raining after school, I think I'll go swimming.

SECTION 3

check

a F b P c F d F e P

Practice p 87

1

(1) would (2) not (3) to (4) would
(5) appreciate (6) were (7) do

(8) could (9) are (10) would (11) was (12) Should

2

a Nico (to be) good / better at maths, he could be an accountant.
b any chance anything happens to make you change your mind, let me know.
c the world (to be going) to end tomorrow, what would you do tonight?
d (just / kindly) calm down, I'll explain what I mean.
e I could speak French well, I could go and work in France.
f I were you, I would complain to the manager.
g to go ahead with the building, it can't be before June.
h we didn't have school on Mondays and had shorter holidays.

3

a is to get off the
b would have them seen
c how would you
d miracle if he
e be / feel in need
f would / should have it (taken)
g chance you bump
h are (going) to meet the / our / this

4

1 a 2 b 3 f 4 g 5 h 6 c 7 d 8 e

SECTION 4

check

c ✓

Practice p 89

1

1 a ✓ b ✓ 2 a ✓ b ✗ 3 a ✗ b ✓
4 a ✓ b ✓ 5 a ✗ b ✓

2

a it hadn't been
b the law if you hadn't carried / been carrying / didn't carry / weren't carrying your
c what would you have
d not been
e have been better
f he must have
g for the

3

a hadn't been for the visual effects, the show wouldn't have been worth watching.
b not been for my parents' encouragement, I would never have got so far.
c hadn't forgotten the most basic rule of Safety First, you wouldn't be lying in this hospital bed.
d would have had to work / would have been working from 8 till 8 every day if she had taken that job.
e goalkeeper hadn't played / performed so brilliantly, (or: hadn't been so brilliant,) we could have lost by many more.
f to have turned left at the lights, you would have got here ten minutes earlier.
g not for his age, (or: not for the fact that he's only twelve,) the boy would have been prosecuted.
h have been a very ugly incident if the police hadn't shown such (great) restraint. (or: but for the police's (great) restraint; or: if it hadn't been for the police's (great) restraint.)

4

a If we hadn't done our homework together, we wouldn't have found out so much about each other.
b If we hadn't found out so much about each other, we wouldn't have discovered that we had a lot in common.
c If we hadn't discovered that we had a lot (or: so much) in common, he wouldn't have invited me to go to the National Gallery.
d If we hadn't gone to the National Gallery, we wouldn't have seen the most incredible paintings.
e If we hadn't seen those incredible painting, I wouldn't be a true art-lover now.
f If I weren't / wasn't a true art-lover (now), I wouldn't have gone to the National Gallery again yesterday.
g If I hadn't gone to the National Gallery again yesterday, I wouldn't have met another art-lover there.
h If I hadn't met another art-lover there yesterday, I wouldn't be going out to dinner tonight.
i If I wasn't / weren't going out to dinner tonight, I would have phoned you before.
j If I had phoned you before, you would have warned me about going out with art-lovers.

SECTION 5

Pre-practice

1 *clampdown* *rock-bottom* *world-shattering*
2 *barked* *thundered* *roared* *snapped*
3 *lows...highs* *hell...heaven* *dance...song* *downs...ups* *shoulders...head*

Practice p 90

1

1 the sea
2 roads
3 plants
4 flowers
5 the centre
6 light
7 up in the air (for happiness)
8 playing cards
9 the theatre

2

1 a 2 a 3 b 4 c 5 b 6 c 7 b 8 a 9 b 10 b

3

(underline:) 1 c 2 b 3 c 4 a 5 c 6 b 7 a 8 c 9 b 10 c

4

1 c 2 b 3 c 4 a 5 a 6 b 7 b 8 c 9 c 10 a

SECTION 6

Pre-practice

1 (underline:) b *undergo* e *undertaking*
2 (underline:) a *unfaithful* c *inhospitable* d *impractical*
3 (underline:) *inept* *infinity* *impromptu* *insipid*
4 1 adj: -ist -ese -some -ical -ible -ant -ive
2 noun: -ist -hood -or -ee -ision -ship -y -ness
3 verb: -ee -en -ise -ify

Practice p 93

1

1 *intercity* (between) 2 *superpower* (very big) 3 *ex-wife* (previous) 4 *mini hi-fi* (small) 5 *abnormal* (not) 6 *overspend* (too much) 7 *co-author* (together) 8 *arch-enemy* (main) 9 *transcontinental* (across) 10 *preview* (before)

2

Across: 2 mono 3 semi 5 multi 8 off 10 non 11 over 12 bi 13 under 17 post 18 in 19 mis 20 pre 21 counter 23 out 25 neo 26 ir
Down: 1 de 2 mal 3 sub 4 im 6 inter 7 uni 8 on 9 fore 12 be 14 dis 15 re 16 ante 17 pseudo 20 pro 21 con 22 tri 24 un

3

(1) impressive (2) irrelevance (3) consultative (4) inconsiderable (5) invaluable (6) worthless

4

a Unfortunately, the optimistic feelings we had (or: our optimistic feelings) were short-lived, weren't they?
b She (completely) outshone everyone else without exception.
c I think you must have misunderstood what I was trying to say.
d This is (quite) irrelevant to what is under discussion.

Exam practice 5

1

a you let me know when you're coming, I won't be able to book the seats.
b hadn't been for your help, we couldn't have got the car started.
c (else) you won't have enough petrol to get you home. (or: you'll run out of petrol before you get home.)
d would leave if he kept on doing that.
e you drive incredibly / very fast, (or: at a crazy speed, etc.) you won't get there before four o'clock.
f (that) you're all on time, we'll start at three.
g hadn't been for his bravery, several people might have been killed.
h may disagree with her, but she'll still carry on.
i you not come at the right time, we'd have been in trouble.
j the worst happen, we must be prepared.
k time we left, (or: were leaving,) isn't it?
l you hadn't told everyone what we were up to.
m there to be an appeal against her conviction, it might change everything.
n I had invited him to dinner, I would have been cooking (or: would have had to cook) all afternoon.
o event of there being no qualified paramedic on the premises, call this number.

2

a will have been
b will / shall know (that)
c you came
d don't pull your
e I had ignored (or: hadn't listened to)
f had never set
g won't try and get
h it not been for
i I had agreed / offered
j made up their
k wouldn't have
l wouldn't have wasted / spent so much
m what would you have
n I / we had struck

3

(underline:) 1 C 2 A 3 C 4 B 5 C 6 A

4

(circle:) (1) B (2) A (3) C (4) A (5) D (6) A (7) B (8) C (9) A (10) D (11) D (12) A (13) C (14) B (15) A

Unit 6

Entry test

1

a since Uncle Eric fell down the stairs a few years ago, he hasn't felt right.
b the film won't start for another hour, we might as well go for a coffee.
c hearing solemn music (playing) on the radio, I realised the President had died.
d they (or: the kids) had finished breakfast, they ran to the beach.
e that / as you've nothing better to do, you could give me a hand.
f the quality of the service is poor, your comments on the hotel are valid.

2

a (terribly) boring that many people fell asleep (during his / her speech).
b was such a dreadful performance that we left before the interval.
c was her (formidable) reputation that most people were in considerable awe of her.
d we don't all get confused, I think we should establish clear aims.
e powerful is the effect of the drug that many doctors refuse to prescribe it.
f not to upset the negotiations, news of the explosion was covered up.

3

a all the evidence pointing (or: the fact that all the evidence points) to the contrary, the accused still claims she was framed.
b as / though it is to understand, book-keeping is certainly useful when it comes to running a business.
c as / though she is as an actress, (or: actress that she is,) she still doesn't get the roles she deserves.
d though my mother is well into her eighties, she is still remarkably active.
e hard / much you try to persuade me otherwise, I still think fashion is a waste of time.
f your shoes are fine, your clothes look a complete mess.
g matter how much the doctors discussed it, they couldn't agree on a suitable course of treatment for me.
h as I adore old films, that one was a real turkey.

SECTION I

check

a b d e

Practice p 102

1

a Since 1997, exports have been booming.
b When I get back, I'll tell you about it.
c On / After examining (or: When he examined) it more closely, he realised the ticket was for the next day.
d Once she has understood the procedures, she'll work much faster.
e I'd no sooner taken my seat than the fire alarm went off.
f As our bus didn't leave for another hour, we didn't have to rush. (or: Our bus didn't leave for another hour so we didn't have to rush.)

2

1 *now that* d 2 *while* c 3 *the minute* e 4 *on* b 5 *once* a

3

(1) sooner
(2) On
(3) ever
(4) moment
(5) hardly / barely
(6) When
(7) knowing / realising / aware
(8) until
(9) then
(10) As
(11) time
(12) which

4

a Being half German, I can speak the language fluently.
b Let's avoid the motorway in case the traffic is heavy (on it).
c Seeing (that) you're not busy, come and give me a hand.
d This government seems to be ineffective inasmuch as they have failed to implement even one item in their manifesto.

5

a Daniel was busy with his computer game, it gave me time (or: I had time) to look round his room.
b watch television until you have finished eating.
c has seen the missing boy since just before Christmas.
d the first few minutes had passed, (or: were over,) I began to enjoy the film.
e sooner turned on the TV than the doorbell rang.

SECTION 2

check

a R b R c P d P e R

Practice p 105

1

a I felt so ill that I had to leave.
b It was such a boring film that I walked out half way through.
c We must / should get there soon; otherwise there won't be any seats left.
d Let's meet tomorrow in order that any remaining difficulties can be sorted out.
e I took the country roads so as not to get stuck in traffic.

2

1 (unemployed) / **who**
2 (significant) / **result** / **effect**
3 ✓
4 (town) / **as**
5 ✓
6 (smiling.) / **So**
7 ✓
8 (serving) / **such**
9 ✓
10 (is) / **so**
11 (as) / **a**
12 (here) / **so**
13 (a) / **way**
14 (that,) / **as**
15 (jobs) / **or**
16 ✓

3

a was the
b we'll (probably) / we might / may well be relegated
c for a
d a way as to be open
e was had / had been had
f order that what you
g not to get
h a sentence that he would not

4

a we don't forget the purpose of this meeting, let's remind ourselves of the agenda.
b is the elephant's strength that it is in great demand when any heavy work is required.
c strong was Bill's personality that many of us were frightened of him.
d avoid getting confused / avoid confusion, I'll call you Phil, and you Philip.
e of being identified, (or: that they would be identified,) the illegal immigrants gave false names.

SECTION 3

check

a Even though there were minutes left to the deadline, we refused to panic.
b Our project is not meeting with much success, much as we might dislike it.
c I spent hours on the Internet even though I knew I was wasting my time.
d Despite (or: In spite of) his youth, he had a very mature approach to life.
e Fines are a good way of punishing people. However, they are of no use if they cannot be paid.

Practice p 107

1

a Even though we've got no money, we're very happy.
b The wind blew all the time. Nevertheless, we still managed to enjoy ourselves.
c I like her new boyfriend. However, I don't trust him.
d I know there's an economic recession. All the same, our profits should still be higher.
e While reorganisation is a good idea, it would cause friction in this department.
f Much as I love Sting's music, I still thought his latest CD was disappointing.
g She's inexperienced, and yet I (still) think we should take her on.
h My grandad's over ninety, but even so he manages to remain active.

2

(1) if / though (2) so (3) Whatever
(4) however (5) no (6) being (7) yet
(8) but (9) even (10) same
(11) However (12) Much (13) though
(14) as (15) spite

3

a There has been strong European competition and yet we have secured the order.
b Although the future for rain forests looks bleak, no one is giving up .
c Despite there being / the fact that there are many dissenters, there are many who think as we do.
d Whereas I've always been honest about my feelings, you have not.
e In spite of the / there being a moral code with regard to customers, I think in this case we might go ahead.

4

a grey is this year's colour, I look dull in it.
b as we tried, we (still) couldn't get him to lower the price.
c as I love chips, my doctor says they're bad for me.
d much you offered them, they'd never agree to sell their land.
e matter how often they ask me, I'm not working overtime.
f though it's over ten years old, my car still runs surprisingly well.
g I have a poor opinion of the music, I love the lyrics.
h as his daughter is, she wastes most evenings playing computer games.

SECTION 4

Pre-practice

1 a *point* b *reason* c *aim*
2 a planning / hoping, etc.... to
b intention... on c mind... of
3 *affect*

Practice p 108

1

(1) *means* (2) *affects* (3) *causes* (4) *leads* (5) *results*

2

sparks (off) ✗ can be traced back to ✓
gives rise to ✗ is due to ✓
derives from ✓ dates back to ✓
sows the seeds of ✗ has its roots in ✓
brings with it ✗ engenders ✗
breeds ✗ has its origins in ✓
brings about ✗ springs from ✓
originates from ✓

3

a of being driven / kicked
b a mind not to
c of making / getting her to change
d in phoning / visiting / calling (on) him
e rise to
f with the idea of applying / asking for / getting / taking out
g of going on a diet is to
h from the fact that his
i back to when his
j be traced back to

4

a She gave in her notice with a view to starting her new job in January.
b If I offended you, it certainly wasn't on purpose.
c The troubled all stemmed from our computers crashing.
d The massive tail-back itself wasn't due to stray goats on the motorway.
e Our coastline should not be affected by the changes in climate.
f The large amount of cash in his pocket has no bearing on the matter in hand.
g The question of medical costs is a common cause of anxiety among old people.

h The witness's latest statement led to even further confusion.
i Changing the venue for the event resulted in absolute chaos.
j Their insular attitudes have their roots in medieval times.

5
(underline:) 1 d 2 c 3 b 4 b 5 d 6 b 7 d 8 c

SECTION 5

Pre-practice

1 a *guns* b *inch* c *ground* d *blank* e *heels* f *foot*
2 a *up* b *in* c *at* d *in* e *between* f *in*
3 give
4 a *allow* b *issue* c *let* d *concede* e *leave*

Practice p 110

1
a When you're making an assessment of him, you have to make allowances for the fact (that) he's only fourteen.
b Everyone is welcome, irrespective of where they come from.
c All sorts come to these evening classes regardless of (their) educational background.
d We'll make an exception for your child on the grounds that he already has a sister in our school.
e I insist on having an en suite bedroom, whether it's in this hotel or any other you can find me.
f I can't make up my mind whether I should stick to my guns on this matter or not.
g The fact that we all require occasional privacy should be borne in mind at all times.
h You have to take into account the fact that not everyone is mad about football.
i What he went through as a child mustn't be overlooked.
j Strange as it may seem, we still have a kind of affection for each other.

2
(1) Despite (2) sea (3) half (4) throw (5) give (6) however (7) ebb (8) blank (9) making (10) doubt (11) legs (12) believe (13) stuck (14) under (15) albeit

3
a two minds whether to splash out on a holiday abroad or not.
b in mind the part she has played in this project.
c in giving ground when there's a dispute.
d (everyone's) expectations, both teams won places in the European League.
e child / girl who is only twelve, she's remarkably mature.

4
(1) firm (2) in (3) for (4) in (5) on (6) sway (7) ground (8) inch

5
1 b 2 a 3 c 4 a 5 a 6 c 7 a 8 d 9 b 10 b

Exam practice 6

1
1 while 2 ✓ 3 such 4 ✓ 5 such 6 of 7 ✓ 8 that 9 as 10 immediately 11 the 12 to 13 ✓ 14 so 15 that 16 even

2
a we're all here, we may as well start the meeting.
b as we now have all the medical records on disk, we've made some progress.
c hearing the news, Suzette rang all her friends to tell them.
d such slow progress by train that we might as well have gone by car.
e that we don't get lost, (or: as not to get lost,) it may be a good idea to arrange a rendezvous.
f was the conviction with which the main speaker spoke that he carried the audience with him.
g being exhausted, (or: her exhaustion,) Anne stayed up to finish the work.
h as / though the mountain route obviously is, there is no alternative.
i if you increase your offer by 20%, I'm afraid I still won't sell.
j as I'd like to understand your position, I don't.

3
a great was the
b as I would like / as I'd like
c for a
d in order that (or: so that) anything
e because
f with the idea
g from agreeing
h though he passed
i from the fact (that)
j in mind the

4
a I don't think the police are going to let you off the hook so quickly.
b Before you dismiss her, I think you should take her age into consideration.
c Spare a thought for those less fortunate than yourself.
d The President was impeached on the grounds of financial misconduct.
e The new manager is very well-qualified, albeit rather inexperienced. (or: is rather inexperienced, albeit very well-qualified.)
f The miners decided against a strike for fear of losing public support.
g I think we need time to weigh up the pros and cons of the arrangement.

5
(underline:) 1 B 2 A 3 B 4 C 5 A 6 B 7 D

Unit 7

Entry test

1
a I think the meeting should involve everybody who (formal = whom) these decisions concern.
b Sales fell just short of their target.
c She felt so proud knowing he was the President elect.
d I am confident of them / their getting / that they will get the gold medal.
e Her lawyers ensured that she was immune from prosecution.
f The bus service is subject to unannounced changes to the timetable.
g I am loath to employ anyone with so few qualifications.

2
a half a century ago has there been such a huge festival.
b the finishing line came into sight did I believe I'd won.
c did her first book succeed in making a serious point, it was also hysterically funny.
d had the manager come through a period of sustained criticism than he was implicated in financial misdealings.
e do the media devote so much time and space to one topic.
f should you trust insurance salesmen.
g by breaking every rule in the book did he win the contract.
h account should / may / must you leave the premises without letting the supervisor know.

3
a like as well / as much / as healthily
b the more / the less
c the same
d did everyone
e little / bit / little bit / lot like a

SECTION 1

check

(tick:) d e

Practice p 117

1
a *concerned* b *elect* c *inclined* d *liable*
e *certain* f *devoid* g *free* h *filled*

2
a *low* b *widely* c *sharp* d *dearly*
e *shortly* f *deep*

3
(circle:) 1 a, c 2 b, c 3 d 4 a, b
5 a, b, c, d 6 a, b, c, d

4
a *to...with...with*
b *to...of...of*
c *to...of*
d *that...for...to*
e *of...in...that*
f *of...on...that*
g *to...at...that...in*
h *to...by / ...to...that*

SECTION 2

check
(tick:) b d

Practice p 119

1
(underline:) 1 d, f, i (c is 'unnatural')
(underline:) 2 d, e, f, h (b is 'unnatural')

2
a had he walked through the door than he was met by a barrage of questions.
b I pointed out that his job depended on them (or: the changes) would he agree to the changes (or: them).
c do you hear of such selfless actions.
d have I been so insulted.
e by breaking a window could he (or: was he able to) get in.
f no circumstances should / must you talk to the press about this.

3
3 g 4 h 5 a 6 e 7 f 8 c 9 d 10 b

4
(1) have (2) Not (3) do (4) but
(5) intent (6) no (7) moment (8) if
(9) only (10) will

SECTION 3

check
1 d 2 e 3 b 4 a 5 c

Practice p 121

1
a They are quicker doing this than I am.
b I got there earlier than everyone else.
c They are not as good at using a computer as me.
d I don't think this novel is so / as good as his last one.
e I ate pretty much the same as the last time I went to his restaurant.
f The longer I sit here, the less I feel like moving.
g I prefer Tarantino's films to Oliver Stone's.
h He ran like the wind.
i He has worked as a clerk for the same bank for most of his life.
j They seemed as if they didn't really understand what was going on.

2
a (1) like (2) as (3) as (4) earlier
b (1) to (2) rather (3) than (4) much (5) as (6) as
c (1) were (2) like (3) of (4) such (5) more (6) devote (7) were (8) books / accounts (9) as (10) rather

3
a like as high as the Alps.
b rather do / be doing menial tasks from 9 to 5 than be out of work.
c near as close as we used to be.
d if he owned the place.
e less intelligent than their father.
f fewer than 70,000 people took up our special offer.
g playing football to watching it.
h many of my friends have.

4
a same as she
b (English, etc.) the more
c like as much
d children than no
e as if / though they had
f if / though he had (or: was carrying) the

SECTION 4

Pre-practice
1 *bears* *invites*
2 *marked* *striking* *distinct*
3 *favourably* *unfavourably*
4 *outstanding*
5 a *considerably* *slightly* *much* *rather* *immeasurably* *far*
b *nowhere near* *nothing like* *not quite*
6 *as against* *in contrast to* *compared to* *in comparison with*
7 a *cheese* b *peas* c *spots* d *class* e *streets* f *head*

Practice p 123

1
(underline:) 1 b 2 a 3 a 4 c 5 c 6 c 7 c 8 a

2
a *cheese* b *common* c *totally*
d *similarities* e *differ* f *against*
g *opposed* h *contrast* i *Whereas* j *unlike*

3
a tantamount b to c equally
d common e stands / bears

4
(1) *differ* (2) *discriminate* (3) *likened*
(4) *differentiating* (5) *diverged* (6) *contrast*
(7) *varies*

5
a It's difficult to imagine anyone bettering her performance.
b Her achievement remains unsurpassed to this day.
c We are streets ahead of our rivals at the moment.
d His performance put all the others in the cast in the shade.
e In my opinion she isn't anything like as proficient as she used to be.

SECTION 5

Pre-practice
1 a *all things considered*
b *with hindsight*
2 a 4 b 1 c 2 d 3

Practice p 124

1
1 *On the other hand* 2 *On the contrary*
3 *On the other hand* 4 *in the end*
5 *at the end* 6 *As a rule* 7 *On balance*
8 *to all intents and purposes*

2
(underline:) 1 a 2 c 3 b 4 d 5 a 6 c 7 a 8 c

3
a (1) same (2) As (3) things
b (4) enough (5) as (6) whole (7) purposes
c (8) far (9) theory (10) put (11) by (12) way (13) hand (14) with

4
a *predominantly* b *on the contrary*
c *let alone* d *notably* e *to a certain extent*

5
a *primarily* b *particularly* c *believe it or not* d *As regards* e *Like it or not*

6
a *in the main* b *not to mention* c *when it comes to* d *chiefly* e *In some respects*

7
a At...in b As...at c speaking...as
d With...all e To...in

f frank / blunt / honest...start g end...in
h Up...given / considering i In...no
j Off...unless

Exam practice 7

1
(1) alone
(2) lucky
(3) close ('near' is also possible)
(4) not
(5) based
(6) it
(7) as
(8) than
(9) to
(10) ways / respects ('way' is also possible)
(11) inconsiderable ('insignificant' also possible)
(12) like
(13) enough
(14) good / reasonable
(15) that
(16) about
(17) Only
(18) speaking
(19) to
(20) in

2
a we got home did we find out why the car was making such a strange noise.
b by starting again from the beginning could we (or: were we able to) get to the solution.
c try / should you try to open up the back of the television.
d has there been such appalling incompetence in this company.
e before have so many people died as a result of a signal failure.
f Alison's wedding has there been such a big family gathering.
g they had been fed would the guard dogs leave (or: were the guard dogs willing to leave) the kennel.
h when the sun went down did the heat become bearable.
i had the plane taken off than the engine trouble started.
j do the children know what we have planned for them.

3
(circle:) 1 C 2 C 3 A 4 B 5 B
6 B 7 A 8 B 9 B 10 B 11 C
12 D 13 B 14 D 15 B

4
a near as good / popular / successful
b like as good / effective / efficient
c the same
d have / do most
e totally / completely devoid

Unit 8

Entry test

1
Delete *the* before war
Delete *the* before government
Insert *The* before First World War
Delete *the* before society
Insert *the* before nature
Delete *the* before violence

2
(1) time (2) were (3) was (4) a
(5) lives

3
(1) The (2) the (3) a (4) the / one's

4
(1) The (2) the (3) poor (4) good
(5) impossible

SECTION 1

check
(tick:) a c d

Practice p 131

1
a *the* English-speaking world
b *the* English, *the* language, *the* last generation, *the* time of
c *The* Government, *the* 1950s
d *the* majority, *the* law, *the* land
e *the* room, *the* atmosphere
f *The* music of today, *the* music of Beethoven
g *the* Arctic Circle, *the* year
h *the* public sector

2
Delete *The* before war takes over
Delete *the* before society does
Delete *the* before mankind
Delete *the* before history shows *is* at an end not *are* any war *is* not *are* *information* for *informations* Insert *the* before future

3
a *Beauty* b *advice* c *poetry*
d *the frustration* e *violence* f *chaos*
g *the...strength* h *progress* i *the...fortune*
j *dudgeon*

4
a The death of the President has left the country in chaos.
b Big business has been hit by inflation.
c The Manager of United is facing the sack after the latest defeat.
d Computers have been (or: are being) blamed for the record number of job losses.
e Environmentalists say the water people drink is not fit for animals.
f The level of unemployment is the highest since the mid-nineteen-nineties.

SECTION 2

check
a Your reading glasses are by the bed.
b ✓
c There is one locking nut and four bolts for each wheel.
d I have a great deal of experience in dealing with problems / a problem like this.
e That's really good advice.

Practice p 133

1
a ✓
b The scissors in the sewing box need sharpening.
c This pair of binoculars has been in this drawer for as long as I can remember.
d ✓
e I can't say that economics is a subject I've ever been very interested in.
f ✓
g Where have those kitchen scales gone that we used to have?

2
a ✓
b After an interesting trip / journey to Los Angeles, he wanted to live in the USA.
c An undiagnosed illness in his twenties has left him with virtually no hair.
d We learn many things throughout life.
e ✓

3
...in **the** dim and distant past...by a man called...but **the** impact he had in **the** sixties and seventies was incredible. ...must a man look up before he can see **the** sky?' I mean, a question like that... 'How many times must a white dove fly before it sleeps in **the** sand?' And then **the** answer to **the** profound questions: '**The** answer, my friend, is blowing in **the** wind'. **The** generation after mine... '**The** very thought of you'. 'Just **the** way you look tonight'. '**The** night they invented champagne'. ...can **a** mountain exist before it is washed to **the** sea?' And there was **a** whole generation singing along to **the** song... I say it's **a** funny world we live in.

4
a Thank ~~a~~ goodness that she has escaped without ~~a~~ harm to ~~a~~ life or ~~a~~ limb.
b In ~~the~~ times gone by, ~~the~~ marriage was often a matter of ~~the~~ luck.
c It was ~~a~~ love at ~~the~~ first sight that brought the couple together.

d A man has always struggled with the dichotomy of ~~the~~ security of ~~the~~ permanence and the quest for ~~the~~ change.
e Being on ~~a~~ duty for seventy hours certainly gives you a taste of what ~~the~~ life as a doctor is like.

5

(1) from / of (2) the (3) has (4) the (5) Earth (6) our / man's (7) deep / deeper / sound / better (8) past (9) the (10) is / remains (11) instruments (12) climate (13) lakes / rivers (14) periods / times / eras (15) information / evidence (16) snow (17) the (18) the (19) a (20) snow

SECTION 3

check

a ✓
b Some types of seagull have red spots on the beak.
c ✓
d Also: I used to play piano (or: the piano) in a jazz band.
e ✓

Practice p 135

1

(tick:) a Accidents b a c his d the e The f the g a h a i the j the

2

The Great black-backed gull is the largest of the North Atlantic gulls. It can be a terrible killer in seabird colonies, tearing its victims inside out. Its / The formidable beak and great weight can be frightening, especially as it will swoop low to defend its territory from a human intruder. Ducklings which stray from their parents are among its favourite prey; it can gulp them down in a single mouthful.
Like its close relative, the herring gull, the Lesser black-backed gull is a scavenger; it sometimes follows a ship for offal thrown into the sea, and inland it searches rubbish tips for anything edible.

3

a What is the name for a cross between a donkey and a horse? (a mule)
b What is the proper name for the 'funny bone'? (the humerus)
c What is another expression for 'put your / one's foot in it'? (say the wrong thing)
d What do we / you call the young of a kangaroo? (a joey)
e What have an / the ostrich and an / the emu (got) in common? (they can't fly)
f What is one word for a 'pain in the neck'? (nuisance)
g Where in the human body is 'the femur'? (the thigh / upper leg)

4

a *his hair* b *his toes* c *the head*
d *your head* e *the eye, the stomach*
f *the foot* g *the back* h *my throat*

5

1 b the balalaika d the fool e the lead
2 a the telephone c the camera
d the cinema f the computer
h the Internet i the aeroplane

6

a ✔ b ...in *the* hand..., ...in *the* bush
c ✔ d *the* upper hand e ✔
f On *the* other hand

SECTION 4

check

a unusual b flying c dead d exotic
e latter

Practice p 137

1

a ✓ b The deceased c tend d ✓
e can't do it f ✓ g out of the ordinary h The supernatural is

2

a You have to learn to take the rough with the smooth.
b Pilots have to be prepared for the unexpected.
c Living away from home will be the making of him.
d The playing of national anthems will not be allowed at this tournament.
e This should be returned to the undersigned as soon as possible.
f 'Never mock the afflicted', my mother used to say.

3

(circle:) 1 a 2 c 3 d 4 c 5 a

4

a ✓
b ~~The~~ lying around in the sun is many people's idea of ~~the~~ happiness.
c ✓
d The accused was finally convicted of ~~the~~ breaking and entering.
e I prefer ~~the~~ listening to opera to ~~the~~ watching it.
f ✓
g ✓
h If there's one thing I hate, it's ~~the~~ shopping for Christmas presents.

5

(1) good (2) poor (3) the (4) visually (5) hard (6) deaf (7) impossible (8) extreme (9) bald (10) old

SECTION 5

Pre-practice

1 a
2 b

Practice p 138

1

a *authorities* b *heavens* c *odds*
d *sights* e *terms* f *feelings* g *arms*
h *talks* i *expenses* j *dislikes*

2

a *sands* b *hopes* c *powers* d *travels*
e *movements* f *matters* g *basics*
h *waters* i *means* j *interests*

3

c ✓ h ✓ l ✓(also possible: 'sank in treacherous waters')

4

a Ben was by no means as innocent as he pretended.
b As they grow older, models worry that they will lose their looks.
c He was on very good terms with her parents.
d The workers were up in arms over the pay cuts.
e The odds are against getting a ticket. (or, but much less common: It's odds against getting a ticket.)
f It was necessary to inspect the electrical systems in the interests of safety.
g Educationalists don't see eye to eye on the value of learning by computer.
h He goes out fishing in all weathers.

5

Across: 2 comings 6 enemies 8 words 9 winnings 10 corners 11 sides 13 turns
Down: 1 proceeds 3 goods 4 beggars 5 friends 6 means 7 ins

SECTION 6

Pre-practice

1 a N+N b A+N c A+N d A+N e N+N f N+N
2 (underline:) b

Practice p 140

1

a age b drivers c pressure d up e forces f poisoning g punishment h language

2

(underline:) 1 c 2 a 3 d 4 a 5 d 6 d 7 b 8 b 9 c 10 d

❸
a four-storey building
the price of gas
gas prices
the water's edge
a stone's throw
a / the car door
a / the shirt button
a ten-year sentence
the end of the world
a frying pan
an apple core
the heart of the matter
a moment's hesitation
the seabed
a coat of paint
(at) arm's length
(by) a hair's breadth
the film's popularity
the story of the film
the corner of the room
a steel bar
the car industry
a 200-page book
a book-club
a university degree
the sea-shore

❹
(underline:) 1 c 2 a 3 b 4 c 5 d 6 a 7 b 8 c 9 a 10 a

❺
(1) change (2) day (3) away (4) layer (5) effect (6) CD (7) phones (8) satellite (9) service (10) control (11) computer (12) rock (13) drain (14) flower (15) cleaner (16) line / worker (17) alarm (18) machine (19) dryer (20) freezer

Exam practice 8

1
1 the 2 ✓ 3 ✓ 4 a 5 the 6 of 7 a 8 a 9 to 10 ✓ 11 The 12 in 13 ✓ 14 the

2
(1) its (2) The (3) a (4) a (5) its (6) the (7) species (8) good (9) of (10) extreme (11) the (12) animals / bears (13) habitat (14) natural (15) a (16) record (17) signs (18) evidence (19) ban (20) the

3
(circle:) 1 C 2 A 3 B 4 A 5 C 6 B 7 B 8 A 9 D 10 A

4
a I think my elder sister has designs on taking over the family home when my mother dies.
b I think it would be in your interests in the long run to negotiate a lower price.
c The current national team is by no means as good as the one five years ago.
d Once the reasons for his resignation are out in the open, we'll be able to judge for ourselves.
e I have high hopes of my son being a hugely successful businessman.
f You have to learn to take the rough with the smooth. (or: You can't expect to have a smooth run all the time.)

Unit 9

Entry test

1
(1) No (2) they (3) whole (4) who

2
a bit as good b every one c once in d right to

3
(1) other (2) none (3) something (4) one

4
(1) a (2) few (3) most (4) fair / good

5
a seem to be getting b by any c to some d arriving (at) any

SECTION 1

check
a *is / are* b *have* c *are* d *are / is* e *is*

Practice p 147

❶
a All chocolate comes from cocoa beans.
b Both ordinary and white chocolate are made from cocoa butter.
c There are very few people who like neither of them.
d I have no particular preference: I'll eat either.
e Yesterday, in fact, I ate (the whole of) a 400 gm bar.
f My friends bet me I couldn't eat all of it.
g None of them believed I could do it and not be sick.
h Chocolate is eaten all over America / over the whole of America.
i All people love (or: Everybody loves) chocolate.
j For all we know, chocolate may be the elixir of life.

❷
(1) *whole* (2) *all* (3) *both* (4) *both* (5) *all* (6) *none* (7) *all* (8) *all* (9) *neither* (10) *none* (11) *Both* (12) *either* (13) *both* (14) *whole* (15) *Neither* (16) *either* (17) *All* (18) *neither* (19) *both* (20) *no*

❸
1 of 2 the 3 either 4 both 5 ✓ 6 of 7 all 8 neither 9 either 10 ✓ 11 all 12 ✓ 13 both 14 whole 15 ✓ 16 neither

SECTION 2

check
a *every* b *Each* c *Each / Every* d *every* e *every / each*

Practice p 149

❶
a ~~*every*~~ b ~~*each*~~...– c ~~*each*~~ d – e ~~*Every*~~...~~*each*~~ f ~~*each*~~ g ~~*each*~~ h –...–

❷
a every...other b each c has d often e every f each g each h every i bit j now

❸
a Each b every c each d Every e Every f Every

❹
(1) *every* (2) *all* (3) *every* (4) *all* (5) *All* (6) *whole* (7) *each* (8) *every* (9) *every* (10) *no* (11) *none* (12) *every* (13) *Each* (14) *all* (15) *none* (16) *All* (17) *every* (18) *no* (19) *each* (20) *No*

❺
(1) every (2) bit (3) each / every (4) each / every (5) so (6) of (7) every (8) every / each (9) just (10) while

SECTION 3

check
(tick:) a pronoun b determiner c pronoun d determiner / pronoun e pronoun

Practice p 151

❶
a *ones* b *another* c *others* d *another* e *the other* f *one* g *one another* h *another*

❷
(1) *other* (2) *other* (3) *other* (4) *another* (5) *other's* (6) *others* (7) *another* (8) *others* (9) *other* (10) *another*

❸
(1) one (2) one (3) the (4) another (5) others (6) each (7) other (8) another (9) one (10) none

❹
1 one 2 the 3 the 4 other 5 another 6 one 7 The 8 ✓ 9 of 10 ✓ 11 other 12 ✓

SECTION 4

check

(tick:) a b d

Practice p 153

❶

a Much of Holland is below sea level.
b Not many people know much about him.
c Don't hurry: we have a little time left before we have to leave.
d Most people complain about the weather here.
e Quite a few people came to his party.
f He's had a lot of good luck in his life.
g I've been to visit him many times / many a time.
h We've put in a good many hours to get this work finished.

❷

(1) much (2) many (3) lot (4) most
(5) little (6) much / most (7) make
(8) Most (9) plenty (10) little / no

❸

1 as (before 'again') 2 of 3 the
4 much 5 little 6 less 7 ✓ 8 the
9 many 10 few 11 the 12 quite
13 ✓ 14 all 15 ✓

❹

a is known about her private life.
b a gardener, I'm afraid.
c much of that play.
d time I've thought of giving up and leaving.
e many of my friends feel the same as I do.

SECTION 5

check

a (Few of...) d (...by any chance?)

Practice p 155

❶

a *any* b *some* c *any* d *some* e *nowhere*
f *any* g *anything else / something else*
h *any / some* i *Any* j *any*

❷

(1) some / about / around (2) any
(3) no one / nobody (4) broadcast / included (5) at (6) everyone
(7) those / any (8) anyone (9) any
(10) most / many / some

❸

1 something 2 any 3 some 4 nobody
5 ✓ 6 anyone 7 else 8 more 9 ✓
10 any 11 else 12 nearly 13 any
14 some

❹

a all b some / about c any d any
e is f other g anyone / someone

SECTION 6

Pre-practice

1 d
2 c

Practice p 156

❶

a the proportion of men to women
b a substantial / fair / enormous amount of (or: volume of)
c the high / light volume of traffic (or: amount of)
d a wide / narrow margin of error
e pay a nominal / lump sum
f sell the entire / complete stock of
g to some / a marked / a considerable degree (or: extent)
h a high / significant incidence of the disease
i to such an extent that
j a strict immigration quota
k the crime / unemployment / exchange rate
l agree up to a point
m a tragedy of huge / immense proportions
n adequate / ample / vast reserves of coal
o a load of bricks / complaints

❷

(circle:) 1 c 2 a 3 d 4 c 5 a 6 b
7 b 8 b

❸

1 (1) few (2) supply / stock
(3) incidence (4) loads
(5) large / great / (certain)
2 (6) full (7) extent / degree
(8) number
3 (9) amount (10) weight (11) sum

❹

a ✓ b ✓ c ✓ d ~~size~~ e ✓
f ~~a horrible~~ g ✓ h ✓

❺

1 a 2 b 3 d 4 c 5 b 6 c 7 a 8 d

SECTION 7

Pre-practice

1 a a part b a small amount c a part
d a group e speed of movement
f a part g example or part of an uncountable noun h a mass
2 a *knob...dash* b *pinch*

Practice p 158

❶

a *bread* b *flu* c *sunlight* d *lunch*
e *paper* f *grass*

❷

1 snow 2 strawberries 3 bread
4 children 5 ideas 6 salt 7 paper
8 grass 9 actors 10 question

❸

1 *team of* 2 *slice of* 3 *drop of* 4 *column of* 5 *ball of* 6 *column of* 7 *spurt of* 8 *spot of* 9 *troupe of* 10 *drop of*

❹

(underline:) 1 d 2 c 3 a 4 d 5 a 6 d
7 c 8 b 9 d 10 c

❺

(1) *shock* (2) *torrent* (3) *stream*
(4) *bout* (5) *drop* (6) *dash* (7) *stack*
(8) *stroke* (9) *amount* (10) *trace*

Exam practice 9

1

1 anything 2 too 3 much 4 so 5 ✓
6 bit 7 ✓ 8 other 9 lot / bit 10 ✓
11 ✓ 12 the 13 ✓ 14 many / some / most 15 much 16 Neither 17 few / many

2

(circle:) 1 C 2 C 3 A 4 B 5 D
6 B 7 A 8 D 9 A 10 B 11 D
12 C 13 D 14 B 15 C

3

a of the people I have contact with approve(s) of the changes.
b right to be upset.
c (the) tickets for the Saturday matinee had been sold / had gone.
d is expected to go wrong at tomorrow's tournament.
e you have to do is ask if you come up against any unforeseen problems.
f my brother nor I is / are old enough to drive.
g the most of the boss' absence.
h domestic problem has been caused by redundancy.

4

(1) anything (2) few (3) numbers
(4) amount (5) few (6) not (7) a
(8) areas / regions / strips (9) all
(10) or (11) plenty / bits / scraps
(12) rubbish (13) in (14) either
(15) other (16) chance (17) none
(18) another (19) the (20) both

Unit 10

Entry test

1
(1) expected (2) That (3) fact
(4) that (5) It

2
(1) what (2) how (3) to (4) whether
(5) whether / if

3
(1) To (2) for (3) to (4) have
(5) saying / insisting etc.

4
(1) been (2) those (3) These
(4) such (5) such

SECTION 1

check

a that we'll do all the preparations
b he didn't do it
c it was a waste of time
d that they'll succeed the first time
e That he is here at all

Practice p 165

1
a ~~a ridicule~~ b ~~factual~~ c ~~legal~~ d ✓
e ~~comfortable~~ f ✓

2
1 (cross out:) c
2 (cross out:) b g

3
a my experience that people have completely distorted views about the European Union.
b certainly possible that we'll get there in time.
c an old tradition that new members have to buy the first round.
d that my brother completely forgot about my birthday upset me.
e ridiculous that William believes in ghosts.
f was believed that the new government would make radical changes.
g answer was that they are / were not going.
h is that the company runs at a loss.

4
(1) J (2) E (3) B (4) I (5) D (6) A
(7) H (8) F (9) G (10) C

SECTION 2

check

c ✓

Practice p 167

1
a what you b how serious / grave / bad
c which...from d to turn
e know how f whether it g what a
h Whether you

2
a The landlord demanded to know how much damage had been done at the previous night's party.
b The book-keeper asked for consideration to be given to how much the venture would probably cost.
c The board was unable to agree on who was the best person for the job.
d No one seems too sure as to how often earthquakes occur / happen in the area.
e The police need to establish how fast the vehicle was travelling at the moment of impact.
f The weight of the package obviously determines the postage required.
g I wonder what the relationship is between Peter and Anne. (or: what Peter and Anne's relationship is.)
h Do you happen to know the departure times of trains from here to Edinburgh?
i I'd be interested to find out the strength of her interest in / desire for the job.

3
a made me really angry is / was that he didn't even phone me at Christmas.
b whether to get it finished now or leave it until Monday.
c a little unsure about / as to when our flight leaves.
d I should ask her or not.
e we go is up to you.
f what I can / could only describe as an appalling crime. (or: a crime (that) I can / could only describe as appalling.)
g that he looked very / so well.
h we go there again or not, it's a good restaurant.

4
a on is how b be released / freed
c down to the fact (that) d away a
e to avoid / prevent prisons / gaols (from)
f do with g to make the h be done

SECTION 3

check

(cross out:) d

Practice p 169

1
a moving, to be b to leave, sitting
c to leave, getting d to bring, of
upsetting e to follow / on following, to visit f to inform, enrolling g to bolt, doing h shouting, to have i to stay, of getting j tuning, to do

2
a the plot wasn't a problem for me.
b to shoot the hostages if food wasn't sent.
c to go to the USA doesn't crop up (or: present itself / arise) very often.
d wonderful seeing you (or: to see you) again after all this time.
e to understand everything she said was hard / difficult (or: was not easy) because the subject was so difficult.
f getting such a good job is brilliant.

3
a to come to England
b coming to England
c to come to England
d come to England
e coming to England
f to come to England
g come to England
h coming to England
i coming to England
j coming to England

4
(1) *regret* (2) intend / plan (3) pleasure
(4) enjoyed (5) *resented* (6) made / forced (7) *delight* (8) *broadening*
(9) *objected* (10) agree (11) *managed*
(12) accused (13) *pride* (14) claims / comments (15) *protest* (16) Being
(17) *entitles* (18) plans (19) *subjected*
(20) *sue*

SECTION 4

check

a *Such* b *That* c *That is* d *so* e *so*

Practice p 171

1
a That b such c those d these
e so f such g this h so

2
1 b 2 a 3 d 4 e 5 c

3
1 b 2 c 3 a 4 e 5 d

4
(1) *those* (2) *Such* (3) *so* (4) *those*
(5) *That* (6) *this / that* (7) *those* (8) *that*
(9) *such* (10) *As* (11) *that / this* (12) *so*
(13) *that* (14) *so* (15) *this* (16) *those / these* (17) *as* (18) *so* (19) *this*
(20) *that*

SECTION 5

Pre-practice

outgoings bystander breakout onlooker lift-off income walk-out freeze-up backwash

Practice p 172

1

a Let's hope there's not another outbreak of so-called mad cow disease.
b Scientists should / could have recognised the problem from the outset.
c The symptoms become apparent at the onset of the disease.
d It is rare for there to be such a public outcry.
e Many still think the government was guilty of a cover-up.
f There was a favourable write-up in *The Times* about the latest government statement.

2

a 6 (*break-ups*) b 8 c 1 d 7
e 9 (*breakouts*) f 4 g 5 h 2 i 10
j 3 (*takeovers*)

3

1 c 2 a 3 a 4 a 5 b 6 c 7 c 8 b
9 c

4

a When do you think our outgoings will stop exceeding our income?
b The opening-up of out-of-town supermarkets is coinciding with many high street shops closing down.
c The collapse of those markets represents a serious setback to our prospects.
d Whose responsibility was the upkeep of the house?
e We all agree that there will be an upturn in the world's economy.
f He was given a walk-on part.
g The early breakdown of talks indicates an imminent winding-up of the business.
h This will provide quite a nice lead-in to the next section.

SECTION 6

Practice p 174

1

1 (1) *hard-up* (2) *full* (3) *brimming* (4) *excessive* (5) *surfeit* (6) *surplus* (7) *Overweight* (8) *untold* (9) *unimaginable* (10) *overdid* (11) *fleets* (12) *butter* (13) *wine* (14) *need* (15) *fraction*
2 (1) *Short* (2) *clear* (3) *dire* (4) *lack* (5) *non-existent* (6) *scarcity* (7) *basic* (8) *devoid* (9) *lacking* (10) *hardship* (11) *bereft* (12) *scraps* (13) *drop* (14) *utter* (15) *empty*

2

a We are in need of assistance from somebody like you.
b What he lacks in experience he makes up for by being enthusiastic. (or: makes up for with his enthusiasm.)
c The pay increase fell short of what we had hoped for.
d The company's profits have gone up by nearly 100%.
e There's no need for anything to be done about payment yet.
f (A) vitamin deficiency lies / is at the heart of their problem(s).
g 'I guarantee you'll want for nothing,' the old man said to her.
h We seem to be suffering (from) a paucity of talented athletes at the moment.

3

a I believe that footballers are paid too much.
b At the moment we are not short of restaurants in this area.
c They / People are desperately short of vegetable crops in the north of the country. (or: The north of the country is desperately short of vegetable crops.)
d A few communities in the south have not got nearly enough to eat.
e She was denied nothing (or: Nothing was denied her / Nothing was forbidden to her) as a child.
f We are in urgent need of a stable government.
g What we could really do with is someone with first-hand experience.
i The country is crying out for better education (or: a better education system / policy).
j Each plate was piled high / up with food.

4

a we are worse-off than
b were in need of
c cutting
d need for
e can live / survive / manage / cope / get by
f can look
g in
h a penny / any money / anything to live

Exam practice 10

1

(1) that (2) so (3) how (4) fail
(5) how (6) such (7) were (8) make
(9) chasing (10) so
(11) getting / being (12) why
(13) That (14) fact (15) getting / persuading / teaching / training (16) that
(17) lacking (18) proof / sign
(19) carry (20) this / that

2

a on / upon is what b they / he / she / you turned / could turn c was taken
d cannot / just can't e fact / revelation / discovery that he has f you like it
g to the idea h desire / inclination / urge to i how many j so it would

3

a you to complain about the service here.
b she had financial problems only became clear later.
c a bit of a mystery that he believes in ghosts.
d really annoys me is my brother's refusal to even discuss the issue.
e learnt Russian in six weeks wasn't bad going for Kingsley.

4

a We need to take into account how old the house is (or: the age of the house) when making our decision.
b If that's the way it has to be, then so be it.
c This factory needs to increase (its) output if it is to survive.
d Our outgoings currently far exceed what we earn. (or: exceed our income.)
e There was a public outcry over the proposed change to privacy laws.

5

1 D 2 C 3 C 4 C 5 A 6 D 7 A
8 B 9 D 10 A

Unit 11

Entry test

1

(1) with (2) result (3) none / few
(4) Those / Any / Students / Pupils
(5) how / why (6) that (7) that
(8) since

2

(1) he (2) ranging (3) capable
(4) thought / reckoned (5) to (6) he
(7) coming / exploding / erupting etc.

3

a is precisely what we need in the office.
b little rain we have had over the past few months didn't last long.
c she had suddenly disappeared at the weekend.
d you want to live your life is up to you.
e invented the car is responsible for modern traffic and pollution problems.

SECTION 1

check

a My sister, to / with whom I am always being compared, (or: who I am always being compared to / with,) is actually two years older than me.
b His second symphony, which I heard last night, is not nearly as good as his first.
c I'm afraid that under the circumstances there is little we can do.
d Many people were hurt in the explosion, several of whom were standing a hundred metres away.
e She's always open to new ideas, which is what I really like about her.

Practice p 185

1

a *whose* b *which* c *that* d *who / that*
e *that / which* f *which* g *whom* h *which*

2

a I met him in May, which is when I fell in love with him.
b A friend introduced us, which is how we met.
c He had the most beautiful smile, which is what attracted me initially.
d We spent a weekend in Venice, which is where we decided to get engaged.
e We had a big white wedding, which is what I'd always wanted.

3

(underline:) 1 a, c, d 2 b, c 3 c, d
4 a, c 5 a, b, c

4

a majority of whom were in pain.
b purpose of which is to acquaint the general public with the facts.
c which point the theatre was cleared.
d whom you can borrow up to five books at any one time.
e witnessed the robbery were unable to identify the two men.

5

a Joe wrote a best-seller in 1995, since when he hasn't produced very much good work.
b Little he has written recently has been appreciated by people who were attracted by his early style.
c He is a man in whom both appearance and manners leave something / much to be desired.
d In the late nineties he realised where his career was going, by which time it was too late.
e He now wishes he hadn't written the article because but for that he would not have had all the problems he has.

SECTION 2

check

(tick:) c d e

Practice p 187

1

a ...dates / **which** (or: **that**) were suggested...
b ...a man / **in** (or: **wearing**) a pale...
c Children / **growing** up in this...
d Houses / **built** a hundred years ago...
e an honest girl, / **incapable** of...
f The next pupil / **to** make...
g He's the first rower to / **have** won four...
h The match, / **seen** (or: **watched**) by millions...

2

(1) that / which (2) that / which
(3) thought (4) those (5) hoping
(6) Unable (7) an (8) who (that)
(9) wandering (10) lost (11) feeling
(12) which (13) that / which (14) to
(15) that / who (16) making
(17) dreading / postponing / fearing (18) to

3

a broken b in c taken
d answering / matching...given
e missing f containing

4

1 that 2 ✓ 3 that 4 was 5 what
6 were 7 abilities 8 what 9 ✓
10 that 11 and 12 that 13 ✓

SECTION 3

check

a ✓ what I was going to say
b (an adverbial clause)
c ✓ what you know...who you know
d (an ordinary relative clause)
e ✓ when he said he'd call back

Practice p 189

1

a *where* b *whatever* c *whoever* d *how*
e *Whichever* f *who* g *what* h *which*

2

a What she said was extremely rude.
b I can't decide how to break the news to her (best).
c Whichever party wins the election, nothing much will change (or: things will not change much).
d I can't decide how difficult the test should be.
e What knowledge I have of computers could be written on a postage stamp.
f This is exactly how / what I imagined San Francisco would be.
g Can you recall what it was we were talking about last week?

3

a *what* b *that / which* c *what*
d *which* e *which* f *What* g *that*
h *What* i *what* j *which*

4

(underline:) 1 a, d 2 a, d 3 c, d 4 a, c
5 a, b, d 6 a 7 b, c, d 8 b 9 c 10 d

SECTION 4

Pre-practice

1 a as b with c to d to
e on / concerning / regarding
2 a to b from c by d at e in f in
3 a those b what c worse d enough
e being f hand

Practice p 191

1

(1) namely (2) focus (3) namely
(4) latter (5) former (6) respectively
(7) more (8) say (9) worse (10) the
(11) cap (12) these / such
(13) understand / fathom (14) On
(15) terms (16) came (17) much
(18) on (19) put (20) for

2

a With reference to your letter of 19 October, we regret to inform you that we are unable to meet your demands.
b The first point to make is that such projects take time.
c During the opening half an hour, he attempted to assert his authority, after which he left the room.
d With regard to what you were saying about the garage, we are of the opinion that no action is necessary.
e In terms of experience, Ian is obviously a stronger candidate than Mike.
f I ought to make it clear that two students, namely Dimos and Maria, have failed to meet expectations this term.

3

(underline:) 1 b 2 c 3 c 4 c 5 b 6 b
7 a 8 b

SECTION 5

Pre-practice

1 a *reached* b *struck* c *overcome*
d *averted* e *restored*
2 a *hatchet* b *corner* c *above* d *wall*
e *corner* f *eggs*
3 a *unavoidable* b *incurable*
c *indecipherable* d *irreparable*
e *insurmountable* f *unfathomable*

Practice p 192

1

a overcome b as to how to c away from your d mess of (her) e your head / heads in the f will / can be sorted

2

1 *unworkable* 2 *unapproachable* 3 *illegible* 4 *incompatible* 5 *unintelligible* 6 *insoluble* 7 *unpronounceable* 8 *unmanageable* 9 *uncontrollable* 10 *inscrutable* 11 *inconsolable* 12 *irretrievable*

3

a He said that what I had couldn't be cured.
He said that there was no cure for what I had.
b This injection won't hurt (at all), I assure you.
You will feel no pain from this injection, I assure you.
c It is regrettably impossible to reverse the ageing process.
Regrettable, the ageing process cannot be reversed.
d This dispute has gone on long enough.
It's high time a solution to this dispute was found.
e You can't back out of your parental responsibilities.
You can't run away from your parental responsibilities.
f If anything untoward arises, just contact me.
If anything should go wrong, just contact me.
g We'll no doubt learn how to overcome our difficulties.
We'll no doubt find the answer(s) to our problems.
h This pencil need sharpening.
I can't write with this pencil, it being too blunt.
i This will only make the problem worse.
This will only lead to a worsening of the problem.
j Your direct intervention might lead to the situation being improved.
Your direct intervention might make the situation better.

4

(underline:) 1 d 2 b 3 b 4 c 5 a 6 b 7 c 8 a 9 c 10 c

Exam practice 11

1

a majority of them concerning the food.
b are a lot of people here who should consider a healthier life-style.
c which you will be paid extra.
d whom you will receive your certificate.
e know what to say!
f voice is fantastic, plays there on Fridays.
g is exactly what we were trying to avoid.
h few suggestion there were for improving the working environment came from the boss.
i where I met my wife, while I was doing some research.
j is when I prefer to do most of the book-keeping.

2

(1) where (2) this (3) had (4) now (5) he (6) was (7) more (8) they (9) had (10) who (11) breaking (12) which / that (13) in (14) who (15) the (16) available (17) remained (18) where (19) to (20) as / it

3

a it
b presented / donated by an
c those who
d is / was where
e referred / who people refer

4

1 D 2 C 3 C 4 C 5 A 6 B 7 D 8 A 9 C 10 B 11 B 12 D 13 D 14 A 15 C

Unit 12

Entry test

1

a the room rushed Peter, looking hot and flushed. (or: the room, looking hot and flushed, rushed Peter.)
b he is opening (or: should open) a restaurant at his age is unbelievable.
c play tennis at international level is something I would love (to do).
d having used software like this before is her problem.
e is incredible how my business partner can make money.

2

a wasn't until after six o'clock that Carolyn got here.
b didn't surprise me (that) we'd lost the match.
c is no need for me to point out how late it is.
d has been a growth in interest (or: an increased interest) in digital television over the last year.
e unforgivable that they are so reckless.

3

a you need is b happened was (that) c who got round d was on a visit / my first etc. visit e when I

4

a much interest in stamp collecting.
b no real desire to go (or: no real interest in going) to the science museum at all.
c way (or: fact that) Tim is able to (or: ability Tim has to) create chaos around him never fails to astound me.
d surprising how far (or:to what lengths) he was prepared to go to achieve his aims.
e with universal condemnation (or: with condemnation from everyone).

SECTION I

check

(tick:) a b c e

Practice p 199

1

a In through the window he burst. (or: Through the window he burst in.)
b In record time they crossed the Atlantic. (or: It was in record time that they crossed the Atlantic.)
c The first letter he destroyed.
d The second letter he put into his pocket. (or: Into his pocket he put the second letter.)
e On the table was the letter.
f That he was punished so severely is terrible.
g To imagine him failing is very difficult.
h That he's done so well is perhaps not surprising.
i How he got here so fast I can't imagine.
j The problem is he's useless.

2

a 5 Many qualities are required in this job but what is absolutely vital is a sense of humour.
b 4 The pizza is / was excellent but even better is / was the cannelloni.
c 6 Ivan has / displays a (wide) range of linguistic skills but (what is) exceptionally impressive is his letter-writing.
d 3 Water-skiing is exciting but more exhilarating still is parascending.
e 1 All the dishes are / were good in that restaurant but particularly delicious is / was the lasagne.
f 2 All the (hospital) departments are busy but by far the most hectic is casualty.

3

a *Up went* the pound and *down went* / *came* the value of exports.
b *In came* the new technocrats and *out went* the old guard.
c *In* she walked and *back came* those old forgotten feelings.
d *Off* go the witches and *on comes* Macbeth.

e *Across went* the ball and *down / over went* the goalkeeper.

4

a That this happened is incredible.
b It is amazing that she should want to leave so soon.
c That she should want to leave so soon is amazing.
d Where he went after the party is a mystery.
e How he escaped continues to mystify the police.
f That you believe him I find incredible.

5

(1) is (2) point (3) What (4) fact
(5) point (6) chance (7) behaviour
(8) question (9) Finding (10) I
(11) Neither (12) metres / yards
(13) consider / feel (14) an (15) out

SECTION 2

check

a ✗ b F c B d ✗ e F

Practice p 201

1

a It's b There's c it's d There's
e It's f There's g there's h It's
i There's j It's k It's l it's

2

a It's only just dawned on me what our director meant by that comment.
b It's a pity you weren't at the party; you would have enjoyed it.
c It is hoped that this new drug will be a success.
d It occurred to me all of a sudden that we had been stitched up.
e It eventually transpired that all the goods had been stolen.
f The polls give every indication of a landslide victory for the presidential party.

3

a find it b me as c who think / find / consider it d it to e believed / accepted among f it to

4

a seems to have been an accident over there.
b good (that) we decided to come by train.
c quite incredible how fast (or: the speed at which) young children acquire language.
d to have been a terrible row when the mistake was discovered.
e is no excuse for such behaviour.
f to you which restaurant we go to.

SECTION 3

check

a W b ✗ c C d ✗ e C

Practice p 203

1

a 4 was b 2 is that I c 3 that
d 3 that e 1 What f 3 that
g 2 until h 4 but

2

a What happened is that you chickened out, isn't it (or: didn't you)?
b What she did is upset all her colleagues with her arrogance.
c How you feel after getting your results is how many others are feeling.
d Where you made your mistake is (in) failing to appreciate the (strength of) the competition.
e What attracted him to this job is having authority over others.

3

1 a Where we took him was (to) the hospital.
b It was to the hospital that we took him.
c The hospital is where we took him (to).
2 a My GP is who(m) I went to see.
b It was my GP who(m) / that I went to see.
c The person who(m) / (that) I went to see was my GP.
3 a It's the spices that are amazing.
b What is amazing are the spices.
c The spices are what is amazing.
4 a It's the location that was important.
b What was important was the location.
c The location is / was what was important.
5 a £15 was how much I had to pay for the ticket.
b It was £15 that the ticket cost.
c The amount I paid for / spent on the ticket was £15.
6 a How young / old he looks!
b What is amazing is how young / old he looks.
c It is amazing how young / old he looks.

4

a what you know but who (you know).
b until he took his hat off that I recognised him.
c only when she opened her mouth that I realised she was a foreigner.
d you are born that determines your accent, it's where you spend your childhood.
e he did that brought about his downfall, it was / but lying about it.
f at a time like that (that) you realise who your real friends are.
g he tells them (or: the jokes) that's funny, not the jokes themselves.
h the salary increase that made me stay on, it was you.

SECTION 4

check

a A sharp fall in the value of sterling...speculation about the government's economic policy.
b The total eradication of smallpox...the direct result of an intensive programme of immunisation.
c It is a truth universally acknowledged ...a single man in possession of a good fortune...in want of a wife.

Practice p 205

1

a size is the room exactly? (or: What is the size of the room exactly?)
b is the speed limit on motorways in Britain?
c would be your reaction if such a thing happened?
d is your precise height? (or: What is your height precisely?)
e is the distance from your house to the school?
f is the weight of this package?
g is his official standing / position in the firm's hierarchy?
h is the government's official policy / position / stand on capital punishment?

2

a *have* b *took* c *give* d *make* e *gave*
f *give* g *make* h *have* i *took* j *gave*

3

a of a valid passport is essential / obligatory for any traveller to the sub-continent.
b great / enormous influence on modern composers.
c as no surprise to find the builders had already gone home.
d is a constant threat of violence in some large cities.
e what I said / my explanation totally unacceptable.
f was only a brief reference (in the article) to the problem of inner-city crime (in the article).
g was unanimous approval of / for the decision to implement tougher parking restrictions.

4

a It has come as a shock to me (or: I find it a shock) that there was such a negative response to our proposals from the majority of members.
b The mayor has a reputation for taking pride in his appearance.
c In a soldier, the qualities of bravery, level-headedness and obedience are of paramount importance.
d There is sometimes a discrepancy between our outgoings and (our) earnings.
e There is a distinct possibility that she will not make a rapid recovery from her illness.
f There is no need (for you) to make any payment before receipt of the goods.
g She suffers from (a) lack of confidence.
h I really had every intention of making more effort this term, but I have met with no success.

SECTION 5

Pre-practice

1 a *will inevitably* b *inadvertently*
2 a *of inferiority*
b *suffering from malnutrition*
3 a *a painstaking investigation*
b *accepted partial responsibility*
4 a The leaflet was distributed to *all and sundry*. b My filing system is (completely) *at sixes and sevens*.

Practice p 206

1

a *interminably* b *conclusively*
c *scrupulously* d *single-handedly*
e *consecutively* f *prematurely*
g *arbitrarily* h *concurrently*

2

a *ingenious* b *antiquated*
c *unwarranted* d *cursory* e *cumbersome*
f *meticulous* g *frivolous* h *an exhaustive*

3

a As a *rule of thumb*, you can reckon on one bottle of wine for three people at a party.
b Even *at the best of times*, I find it hard to get on with my boss.
c As a pianist, he's *lost his touch*.
d I've got plenty of *time on my hands* now the children are at school.
e The *rank and file* don't get the same food as the officers.
f I think we could try and *make a go of* this business.
g That woman drives me *round the bend*!
h I'm no good at the *cut and thrust* of a debate.
i That car missed me by *a hair's breadth*.
j I really don't understand all the *ins and outs* of the controversy.

4

a was an extremely far-reaching proposal.
b to enormous lengths to ensure their customers were happy.
c a striking resemblance to her grandmother at the same age.
d a depth of over 50 metres at this point.
e great inspiration from the Italian masters.
f severe injuries on the boxer.

5

a There were no fatalities in the explosion.
b The fact that I am the managing director's niece is neither here nor there.
c My teacher is always finding fault with my paragraphing.
d The boy was in floods of tears when he lost his favourite toy.
e The two lawyers worked in an atmosphere of mutual distrust.

SECTION 6

Pre-practice

1 *utter*: c, e *sheer*: a, d both: b, f
2 *correct*

Practice p 208

1

a pure, sheer b sheer c one, very
d outright, out-and-out e unshakeable, supreme f comprehensive
g crass utter h out-and-out, outright, downright i compulsive, inveterate
j consummate

2

1 e h l m n u v
2 a c f g i q w x
3 d j o p s t
4 b k r

3

a The size of my opponent alone was enough to put me off.
b No fewer than 85,000 people turned out to watch the Cup Final.
c There is nothing unreasonable whatsoever about what they're asking of us.
d The party was an unmitigated disaster from beginning to end.
e You can pick up a pair of shoes for as little as £10 there.
f Are you suggesting it was the employees themselves who suggested the idea of a pay cut.

4

1 b, c 2 i, m 3 a, l 4 f, k 5 e, n 6 g, j

5

1 acutely 2 downright 3 bitterly
4 blatantly 5 supremely 6 seriously
7 fully 8 conspicuously 9 thoroughly
10 abundantly

Exam practice 12

1

(1) best (2) when (3) On (4) What
(5) problem / thing (6) thought / found
(7) there (8) identical (9) top
(10) as / though (11) That
(12) coincidental (13) what (14) on
(15) to (16) judgement (17) feeling
(18) it (19) rude (20) that

2

a intention of paying you before the end of the month.
b my explanation(s) of what had happened totally unacceptable.
c dislike of journalists stems from my distrust of their motives.
d reply would be greatly / much appreciated.
e a constant threat of violence in some large cities.
f a rapid recovery from her illness.
g a considerable expansion in the stadium's capacity.
h more information about the programme schedules, (you can) write to the BBC.
i was not being given credit for my achievements that persuaded me to resign.
j 's / s an enormous relief (to me) that you're safe.

3

a It struck me she looked rather unwell.
b (In the end,) it turned out that we'd been in the wrong place all along.
c It wasn't until the following week that we realised what had happened.
d I have poor eyesight / My eyesight is poor as a result of the accident.
e The rank incompetence of this secretary meant that we lost / has lead to us losing heaps of invoices.
f Only his sheer determination enabled him to finish the race at all.
g As a rule of thumb, use three parts oil to one part vinegar.
h I've never been able to follow the ins and outs of the argument.

4

1 B 2 D 3 A 4 C 5 D 6 A 7 A
8 B 9 D 10 B 11 D 12 C

Unit 13

Entry test

1

(circle:) (3) (had become)
(4) (couldn't have been) (7) (would sell)
(9) (had come)

2

a to Rita for shouting at her.
b Tim not to get / Tim that he shouldn't get so angry with people.
c was really grateful for all the help they had given him overvthe previous few days.
d to see what he could do about my working hours if I would (agree to) help him on that (particular) job.
e whether, if I couldn't get there that day / on my birthday, I could (perhaps) the following day / the next.
f if / whether I might be able to get the money by that evening.
g not to tell anyone about it yet.
h no intention of taking all my money.
i he was not in a position to lend me any money at the moment, but that / though he would if he could.
j on me / my going to stay / that I should go and stay with them for the weekend.

SECTION 1

check

a We'll be at the station by ten.
b I've got to / I must wash my hair this evening.
c Goa's in Africa (you know). (It is, believe me.)
d I spent my childhood in Australia (you know). (It's true / I really did.)
e I've given up studying English and I'm going to get married instead.

Practice p 215

1

a *was* going *?* b *was* ✗ c *had been* ✗
d *was* ✗ e *had* ✗ f *he'd* ✗ g *was ?*
h *could, couldn't ?*

2

(1) must (2) wished (3) hoped (4) had
(5) which (6) thought / found (7) had
(8) contributed (9) wouldn't (10) called
(11) didn't (12) came (13) it (14) had / maintained (15) could (16) would
(17) appreciated (18) to (19) regarded
(20) was

3

a wants b was c had been
d was / had been e didn't come
f hadn't come g had ever visited
h could take

4

a In Softly Softly they / the man / the woman said they didn't actually stock what I wanted but there was a shop down the road that did.
b In Disk Jockey they / the man / the woman said they normally kept them but they'd had a run on them and had sold out. They / He / She said they were expecting some in sometime next week.
c In Apple Core they / the man / the woman said they only dealt with Apple Mac, so they wouldn't be able to help me.
d In Surf'n Byte they / the man / the woman said they had something very similar but they couldn't guarantee that it would do what I wanted it to do.
e In Graphics Unlimited they / the man / the woman said they thought there was a place not far from there where they might be able to help me and that a friend had bought something similar from them the previous week.
f In Softly Softly they / the man / the woman said I had been there a few hours before / previously and they still didn't stock them.

SECTION 2

check

a that b whether c if / whether d to
e what

Practice p 217

1

1 e ...that she / he was definitely not resigning.
2 d ...that she wouldn't be able to pick me up.
3 a ...why I didn't have / hadn't got a tax disc.
4 b ...that he didn't care whether I went (with him) or not.
5 c ...if / that I knew when we were meeting next.

2

(underline:) 1 a, c, d 2 a, b, 3 a, d
4 a, b, c 5 c, d 6 d 7 b, d 8 a, d

3

a of being the ringleader.
b to be leaving the country tomorrow.
c to be nearing £100,000.
d said to have done more harm than good.
e has been hinted (or: is being hinted) that unemployment benefit may have to be cut.

4

1 a he would be there (with them) in
b to be there (with them) in
2 a of employees being / to overtime being (made)
3 a to tell the Tax Office everything if she didn't hand over the
b would tell the Tax Office everything if she didn't let him
4 a whether she really had / needed to
b allowed to
5 a (that) he had been unfairly
b have suffered unfair / been subjected to unfair

SECTION 3

Pre-practice

1 a *Rumour* b *spies* c *bird*
d *Apparently* e *Unconfirmed*
2 a *signify* b *read* c *denote* d *dropping*
e *driving* f *Take*

Practice p 219

1

(1) *read* (2) *implying* (3) *putting*
(4) *infer* (5) *Make* (6) *conclude*
(7) *confirms* (8) *interpreted* (9) *jumping*
(10) *Judging* (11) *assume* (12) *quote*

2

(underline:) 1 d 2 a 3 a 4 a 5 a 6 c
7 a 8 c 9 c 10 b

3

a of b out c through d in e tail
f head g in h up i at

4

a She insisted on my silence.
b She spread gossip about me behind my back.
c He made / issued a categorical denial of his involvement. (or: of any involvement on his part.)
d The others paid no attention to his final demand(s).
e When she took a strong line regarding his time-keeping, he agreed to toe the line.
f His announcement of the redundancies caught everyone by surprise.
g He kept on at us constantly until we just had to answer back.
h His merciless mocking of her resulted in her losing her temper.

SECTION 4

Pre-practice

1 *mumble* ✓ *shriek* ✗ *mouth* ✓ *yell* ✗
roar ✗ *howl* ✗ *purr* ✓
2 *at, in, as / for, from, with, to, on*

3 a up b out c back d out e on
f up...for
4 a *point* b *Spit* c *syllable*
d *confidence* e *words* f *plain* g *cross*
h *secret* i *shop* j *gab*

Practice p 220

1

a *roared* b *enquired* c *said with a smirk*
d *chortled* e *said under his breath*
f *snapped* g *admitted* h *shrieked*
i *chanted* j *hinted* k *stammered* l *declared*

2

a of b out c out d up e in f off g up h in i across j through k in l back m in n out o up p on q in

3

a Can I fill you in on the latest figures?
b The actor suddenly dried up.
c She couldn't bring herself to apologise.
d She laid (specific) emphasis on the need for absolute confidentiality.
e I tried to talk him out of making any rash promises.
f I finally talked her into selling her collection.
g I couldn't work out what he was driving at.

4

(1) start (2) speak (3) out (4) Refer
(5) out (6) on (7) touch (8) into
(9) other (10) another (11) out (12) in
(13) full (14) with (15) battle
(16) match (17) down (18) with
(19) into (20) round

Exam practice 13

1

(1) seen / regarded / quoted (2) that
(3) laugh (4) reeling (5) it
(6) admitted / confessed (7) comparing
(8) pointed (9) had (10) As
(11) made (12) chat (13) according
(14) not (15) dissuade / discourage

2

a persuaded not to study (or: dissuaded from studying) medicine by my uncle.
b me that my behaviour had been at best ill-advised.
c that she was really fed up with all the fuss people had made over the past couple of weeks.
d if / whether I would be able to give her a lift in the morning.
e if we couldn't go to America that / this year, whether (perhaps) we could / might the following / the next / next year.
f to lend me her car for a couple of days if I promised to return it by the weekend.
g is generally accepted (or: is accepted by most people) that something has to be done about over-population.
h that it was extremely unlikely that I would be asked to give evidence.
i not to smoke while I was in the house.
j for causing / having caused so much upset.

3

a by going b denied that he
c regarded / accepted / acknowledged as
d to be one e of having

4

(circle:) 1 A 2 B 3 D 4 C 5 C
6 A 7 B 8 D 9 D 10 A

5

a The teacher saw through his story immediately.
b I can't make head nor tail of what she says.
c His analysis of the situation went (right) over my head.
d The manager levelled most of his criticisms at his players' attitude.
e I think most of her mistakes can be put down to over-enthusiasm.
f You are jumping to conclusions (which are ill thought through and incorrect).
g Their announcement caught us by surprise.
h My parents always turned a deaf ear to my complaints about my sister.
i Don't beat about the bush.
j There is no way you are going to talk me out of going on holiday with her.

Unit 14

Entry test

1

a They busied themselves (with) preparing the house for the visitors.
b The director always prides himself on taking time to listen to his employees' complaints.
c If you don't want to join in, suit yourself / yourselves. (or: Suit yourself / yourselves as to whether you join in or not.)
d You don't have to commit yourself / yourselves (definitely) yet: think about it for a bit.
e She drew herself up to her full height and looked down on us with contempt.

2

a that the only possible cause of her illness was overwork.
b what method they used to achieve such a fine polish.
c to remain a surprise until the last moment.
d that my great uncle was / had been of African descent.
e fact that they knew exactly what they were doing.

3

a The contribution the stage hands made to the production went unnoticed.
b That noise is going to (or: will) drive me mad if it goes on much longer.
c Personally, I think his refusal to co-operate constitutes a breach of contract.
d He emerged unhurt / unscathed from the accident. (or: He emerged from the accident unhurt / unscathed.)
e I don't like to see so much machinery standing idle because of the recession.

4

(1) on (2) at (3) well (4) together
(5) way

SECTION 1

check

e ✗ b ?

Practice p 227

1

a He *blamed* himself for the contract being lost.
b He *busied* himself with various mundane tasks.
c She *prided* herself on her reputation as an old dragon.
d He keeps *repeating* himself.
e If you want to run 400 metres in under 48 seconds, you'll have to *exert* yourself more.
f She *drew* herself up to her full height in order to intimidate him.
g You really ought to *assert* yourself in situations like that.
h They *distanced* themselves from the project's failure.

2

1 Don't belittle yourself. – Don't put yourself down so much.
2 Be yourself. – Stop putting on an act.
3 Keep calm. – Don't get yourself worked up.
4 Stop kidding yourself. – Stop deluding yourself.
5 Don't push yourself so hard. – Give yourself a break.
6 Pull yourself together. – Get a grip of yourself.

3

(1) *tell* (2) *let* (3) *Position* (4) *look*
(5) *be* (6) *blame* (7) *allow* (8) *Ask*
(9) *distinguish* (10) *control* (11) *put*
(12) *rate* (13) *limit* (14) *make*

4

a *We collided.* b *We embraced.*
c *We fought.* d *We made up.*
e *We married.* f *We split up.*

5

a I couldn't bring myself to tell her what had really happened.
b Of course most heating systems switch themselves on and off automatically now.
c I simply couldn't contain myself when I saw them together.
d It's very difficult to defend yourself convincingly against such allegations.
e You can all of you help yourselves to the fruit in that box.
f I could kick myself.

SECTION 2

check

a verb followed by *that*-clause; *the fact that*
b *to*-infinitive
c adjective after intransitive verb
d verb followed by an adjective, or by *to be* + adjective e *wh*-clause

Practice p 229

1

(underline:) 1 a, b, c 2 c, d 3 a
4 a, b, c, d 5 d 6 b 7 a, b, c, d
8 a, b, c 9 c 10 a, c, d 11 a, c 12 a

2

a Don't rule out the possibility that he didn't do it alone.
b The fact that he's never had a real father should be taken into (or: should be given) consideration.
c The fact that he's had fifteen different homes must / should not be overlooked.
d It's of no importance that he's of royal blood, but all the same...
e His fortune is estimated to be (or: It is estimated that his fortune is) more than $2 billion.

3

(underline:) 1 a, b, c 2 a, b, c, d, f
3 a, b, c 4 a, b, d, e 5 a, b, e, f
6 a, b, d, e 7 a, c, e 8 a, b, c, d
9 a, c, e, f, h 10 a, b, c, e, f, g, i

SECTION 3

check

a verb of movement
b verb + *way*
c verb + adverb
d verb + object + prepositional/adverbial phrase
e verb of position

Practice p 231

1

(1) b (2) f (3) a (4) e (5) d (6) i
(7) k (8) c (9) h (10) j

2

a *creases...easily* b *have fallen dramatically*
c *(has) reacted badly* d *eat healthily* e *run smoothly* f *are rising / have been rising steadily* g *behave badly*
h *start promptly*

3

a *worked* b *find* c *lied* d *wormed*
e *smashed* f *inched* g *dug* h *fought*

4

(1) c, r (2) a, j (3) f, i (4) g, m
(5) e, q (6) b, n (7) o, p (8) d, e
(9) h, k

SECTION 4

Pre-practice

1 a from b for
2 a with b in
3 a to b with
4 a at b under

Practice p 232

1

1 i 2 h 3 f 4 b 5 a 6 g 7 e 8 c
9 j 10 d

2

a *about* b *about* c *in* d *against*
e *in* f *over* g *against* h *of* i *of*
j *over*

3

h and i

4

a *incumbent* b *prone* c *intent*
d *devoid* e *reminiscent* f *inclined*
g *inherent* h *impervious* i *conducive*
j *conversant*

5

a in b By c without d out
e under f for g out h on
i in...with j out...out

6

(underline:) 1 b 2 a 3 b 4 c 5 d 6 c
7 b 8 d

SECTION 5

Practice p 234

1

a ✗ b ✓ c ✗ d ✗ e ✓ f ✓ g ✗ h ✗

2

(underline:) 1 c 2 c 3 b 4 c 5 a 6 b
7 a 8 b 9 c 10 c 11 a 12 a

3

a I have a firm belief (or: I am of the firm belief) that what students know should be tested in ways other (or: in other ways) than formal examinations.
b I was willing to believe that the taxi driver knew London like the back of his hand.
c We are in two minds as to whether to submit an account of what happened in detail or just a brief summary.
d After all this time I still have a working knowledge of French but I haven't a clue when it comes to German.
e I believe wholeheartedly that blood sports should be banned.
f He is no stranger to situations when employees think they have a greater knowledge of how the company works than the boss does.
g I have no conception of how people will be living a hundred years from now.
h I couldn't possibly know / have known that the party would be such a shambles.

4

(underline:) 1 a, b, c 2 a, b, d 3 a, b
4 c 5 a, d 6 b, c 7 c 8 b 9 a, b
10 c 11 a, c 12 a (b is possible)

Exam practice 14

1

a The director distanced himself / herself from the petty financial arguments over the film.
b You've got to face (up to) the fact that you are too old for that sort of thing nowadays.
c My husband prides himself enormously on his cooking.
d Everyone fell silent when he entered.
e She proved (to be) less reliable than we had hoped.
f The committee is comprised of senior management and representatives from the shop floor.
g All of us escaped unscathed from the explosion (or: emerged unscathed from / after the explosion).
h We made sure we were well positioned to watch the parade.
i We must stick together in the crowd.
j The traffic in front of us (just) inched forward.

2

a yourself to another biscuit (if you like).
b himself up to his full height, he passionately denied any involvement in the affair.

c into each other in Gloucester Green.
d I (should) take / took a holiday.
e captain represented the pinnacle of his career.
f be one of our most hard-working supporters.
g the man guilty on three counts of dangerous driving.
h to have been reached.
i you responsible for the delays.
j in utter / total contempt by most people.

3

a yourself / yourselves at
b yourself / yourselves if
c to be (or: to have been) in the
d to lie
e to make their
f extends / stretches / reaches as
g their way out
h from side
i to a number / a barrage / a torrent / a stream / a lot
j to gloss / skate

4

(circle:) 1 D 2 D 3 D 4 A 5 B
6 C 7 D 8 B 9 A 10 C 11 A
12 B 13 A 14 C 15 D 16 A
17 B 18 D 19 A 20 B

Unit 15

Entry test

1

(2) I remember going (3) recall it being
(4) ✓ (5) anticipate it getting (6) ✓
(7) recommend ignoring (8) ✓

2

a to appear before a Grand Jury.
b you to think again before taking such drastic action.
c have been underpaid.
d him to prove his alibi. (or: provide proof of his alibi.)
e make me eat shellfish. (or: induce / persuade me to eat shellfish.)
f never to go near that place again as long as I live.
g say you think that's funny.

3

a This thing doubles as a mouse mat and a frisbee.
b That must count as one of his best performances this season.
c His former colleagues denounced him as a charlatan and a freak.
d The pretender to the throne was eventually exposed as an impostor.
e The lecturer dismissed my point as (being) irrelevant / having no relevance.
f The police are treating the (man's) case as murder.

SECTION 1

check

a verb + bare infinitive
b verb + *to*-infinitive (polite apology)
c verb + object + *-ing* form
d verb + *-ing* form
e verb + Perfect *-ing* form

Practice p 241

1

1 c 2 d 3 b 4 f 5 a 6 e 7 g 8 h

2

a to take ✓ b to watch ✓
c meeting ✓ d going back ✓
e to warn ✓ f to become ✓
g to leave ✓ h to entertain ✓
i to say ✓ j lose, fall ✓

3

a having seen the
b having more
c on putting
d being given
e borrowing money from
f hair going
g learning (or: having learnt)
h coming to work
i having / getting your
j being led (or: taken)

4

(underline:) 1 a 2 c 3 b 4 c 5 b

SECTION 2

check

a verb + *to be*
b verb + Perfect infinitive
c verb + *for* + object + *to*-infinitive
d verb + bare infinitive
e verb + object + *to*-infinitive

Practice p 243

1

a inspired...to take up
b encouraged...to enrol / apply / sign up
c decided to go
d proved to be
e claimed to have worked
f longed to act
g hoped (or: was hoping) to attract / gain / come to
h dare (to) tell

2

a proved ✓ / proved to be ✓
b dared to ✓
c Do you need to ✓ / Need you ✓
d dared ✓ / dared to ✓
e let us ✓
f help me ✓ / help me to ✓
g need to ✓
h made to go ✓

3

a to complete / finish
b to accept / recognise
c me to
d is thought / considered by
e to play
f for it to be

4

a exercise (to be) a waste of time. (or: that exercise is a waste of time.)
b obliged to / forced to (or: left with no option but to) retreat.
c for a relatively inexperienced candidate as / for their new chairman.
d for my next-door neighbour to look after the house while I'm away.
e to have understood exactly what is required of her.
f is thought by most people to be one of the finest actors of his generation.
g his good behaviour to be taken into account.
h me to go on a camping holiday.

SECTION 3

check

e is not correct. (Right: Many actors become multi-millionaires...)

Practice p 245

1

a She was described (or: People described her) as being happy and looking forward to the future.
b It's difficult to categorise the film as a comedy or a thriller.
c I'd like you to continue as my assistant if you can.
d I (would) rate The Avengers as the dullest film I've ever seen.
e She practised as a doctor before she became a politician.
f The papers dismissed him as a liar and a cheat.
g In law, manslaughter is defined as killing someone without meaning to.
h His behaviour was denounced (or: People denounced his behaviour) as irresponsible.
i If you win the lottery, it doesn't count as taxable income.
j The police are treating her disappearance as a serious matter.

2

a *for* b *for* c *as* d – e *like* f –
g – h *for* i *as* j *as* k *for* l *like*

3

a We should be looking to promote the town as a centre of learning and culture.
b You could always enrol as an external candidate.
c His manner could have been interpreted (by some people) as arrogance.
d In several novels politicians have been portrayed as pigs.
e Having failed as a musician, Noel thought he would try his luck as an actor.

4

(underline:) 1 a, d 2 a, b 3 c 4 a, b, c 5 b 6 a, b 7 a, b, c 8 a, b, c 9 b 10 b, c, d

SECTION 4

Pre-practice

1 c *bitterly* 2 b *cut-throat*
2 a *competitive* b *opponent* c *rivalry* d *rival*

Practice p 246

1

a rivalry b competitors c opposed
d competitive e rivalled / rivals

2

a competition
b opposition
c opposition
d the competition (where *competition* means 'all competitors') / the opposition
e competitive / opposed
f opposed
g competitor / opponent
h an objection
i confrontation
j condemnation

3

a *raise*
b *fiercely / violently*
c *coming up against / meeting*
d *fiercely / intensely / formidably*
e *brushed*
f *intense / fierce*
g *meet / come up against*
h *beat*
i *stimulate*
j *objections*

4

a The building development had to be abandoned because there was (or: abandoned in the face of) outright opposition from the locals.
b In the final they came up against strong competition from the Danish side.
c Farmers have voiced (their) objections to the government's new agricultural policy.
d They won the final match against Holland. (or: They won against Holland in the final match.)
e The building of the new motorway aroused a lot of opposition.
f The defence lawyer made a convincing rebuttal of the allegations. (or: The defence lawyer's rebuttal of the allegations was convincing.)
g Their latest theories fly in the face of mainstream thinking.
h We decided to get out of / away from the rat race and retire to the country.

5

1 b 2 c 3 d 4 a 5 c 6 a 7 c 8 c 9 a 10 b

SECTION 5

Pre-practice

1 a *found* b *create* c *evoke* d *initiate* e *formulate* f *pass*
2 a *conjure up* b *arouse* c *adopt* d *embark* e *form* f *instil*
3 1 b 2 e 3 d 4 a 5 f 6 c
4 a *gone off* b *branched out* c *die out* d *dried up* e *wear off*

Practice p 248

1

(underline:) 1 a, d 2 b, c, d 3 a, b, c, d 4 c 5 b, d 6 c, d 7 a, b, c, d 8 a, c 9 b, c 10 a, c

2

(1) was (2) set (3) went (4) close
(5) called (6) going (7) into
(8) construction / constructing / building
(9) bankrupt (10) ended / finished
(11) failed (12) took (13) trading
(14) motion (15) put (16) death
(17) breathed (18) given / wound
(19) getting / waking (20) going

3

a There is a strong possibility that many beautiful animals are (or: will soon be) facing extinction.
b No one welcomes the introduction of the new law.
c They seem to think the creation of a new supervisory body is (or: will be) the solution to the problem.
d The setting-up of the company was celebrated with / at a special party.
e These problems have only come into being since Ian stood down as chairperson.
f Only the demolition of those buildings can save this area.
g Our local MP lost his seat barely six months after he had been elected.

4

a few people recover from
b was the United
c out by (the use of)
d into effect
e the light of
f off the

Exam practice 15

1

a to the journalist interviewing me. (or: to being interviewed by the journalist.)
b the Council to reconsider their decision.
c have been maltreated.
d induce me to (or: persuade me to / get me to / make me) stand up in front of so many people.
e say they'll get the message eventually.
f to think what will happen after the merger.
g upsetting him if you say the wrong thing.
h as one of the worst films ever.
i depicted in the documentary as a rather sad old man.
j the outgoing chairman as a liar and a thief.

2

a This kitchen table doubles as the desk where I work.
b I count that as the longest and most boring train journey I've ever been on.
c The painting bought by the National Gallery was exposed as a forgery.
d Every contribution I made was dismissed as (being) unrealistic.
e He sought to play down the importance of the incident but (he) failed.
f The plan to extend the sewage works came up against strong opposition from local residents.
g The twins vied constantly for their mother's attention.
h His welfare reforms fly in the face of conventional thinking.
i Branching out into other areas of business was felt to be the way forward.
j The company went into liquidation after failing to raise profit levels.

3

a being referred b not having
c having to d not to be as e say you
f to apologise g me for
h as concentrating / focusing i in
j been consigned

4

(circle:) 1 A 2 A 3 B 4 C 5 A 6 B 7 A 8 C 9 A 10 A 11 C 12 B 13 D 14 C 15 C 16 C 17 B 18 C 19 D 20 C

Progress test 1 p. 96

1

(1) in (2) over (3) can / may (4) take (5) become (6) all (7) are (8) have / need (9) is (10) expressed / displayed (11) repeated (12) forget (13) spans / crosses (14) Built (15) swept / washed (16) have (17) to (18) would / can / could (19) must / should (20) top

2

(a) have been reimbursed if we hadn't taken legal advice.
(b) well have run up those debts intentionally.
(c) taken / accepted the job I was offered in January, I would be on twice the salary (I am now). (or: be earning twice as much (as I am now).)
(d) had / got my car serviced for a long time.
(e) have let me know you were coming.
(f) time I realised what was happening, she'd (had) left (or: gone).
(g) ought to / should be planning our next holiday?
(h) the first time we've had arguments with that particular harbour master.

3

(a) had been working
(b) to be (held)
(c) time I order
(d) not been
(e) better be / get sorted
(f) chance of

4

(a) You shouldn't have taken what he said for granted.
(b) His choice (or: What choice he has) for further education is dependent on / upon his exam results.
(c) If by any chance you are placed (or: you find yourself) under arrest, you don't have to say anything.
(d) The new minister seems to have a flair for fielding awkward questions.
(e) It is common for people to find their first experience of sky-diving rather sickening.
(f) Most of what he said was inaudible.
(g) They have been excluded from union meetings since their shocking behaviour at the last one. (or: Since their shocking behaviour at the last one, they have been excluded from union meetings.)
(h) Generally, school children comprise the majority of the audience.

5

1 D 2 B 3 D 4 B 5 C 6 A 7 A
8 A 9 B 10 B 11 C 12 A 13 B
14 D 15 B 16 D 17 C 18 D
19 B 20 B 21 A 22 C 23 A
24 D 25 D

Progress test 2 p. 178

1

(1) some (2) herd (3) How (4) tuft / clump / mouthful (5) what (6) each (7) such (8) so (9) that (10) as (11) like (12) Not (13) so ('this' is also possible) (14) so (15) though / as (16) signal / show / express (17) order (18) how (19) what (20) the

2

(a) near as badly-off as they were twenty years ago.
(b) time you arrive, the chairman will have (just) left.
(c) should be / were so openly hostile towards her proposal was difficult to understand.
(d) was the club owner extremely rich, he also became a media celebrity. (or: did the club owner become a media celebrity, he was also extremely rich.)
(e) we delay, the less likely (or: more unlikely) we are to clinch the deal.
(f) comparison between his work and hers / her work and his.
(g) moment / minute we have received the information, we'll let you know.
(h) disconnect this lead in an emergency. (or: in cases of emergency should this lead be disconnected.)

3

(a) to / we remain
(b) fear she would have (or: fear of having)
(c) pleasure it was
(d) all / everything / what he has
(e) as to be (or: that I would be)
(f) have foreseen / predicted was / is

4

(a) I faxed him in case he had forgotten our appointment.
(b) The present government's intentions are nothing like as clear as the last one's.
(c) I am at a loss as to how to respond to their letter.
(d) It has often been said that the leadership is too inexperienced.
(e) We will of course make allowances for her comparative youth.
(f) He was driving at such a speed that there was no way he was going to stop.
(g) Ironically, the old model is far superior to the new one.
(h) I still see my old college friends once in a while.

5

1 B 2 B 3 B 4 A 5 D 6 B 7 D
8 A 9 C 10 B 11 B 12 A 13 D
14 B 15 C 16 A 17 B 18 C
19 D 20 D 21 D 22 C 23 A
24 C 25 C

Progress test 3 p. 252

1

(1) founded / created (2) who (3) took (4) that / which (5) as (6) depended (7) which (8) would (9) to (10) from (11) what (12) as (13) It (14) where (15) calling (16) any (17) could / might (18) things / phenomena / that (9) by (20) to

2

(a) to his employees arriving late.
(b) as the gun went off, everyone started to panic.
(c) the best of my knowledge, this has never happened before.
(d) whose attitudes to work I simply fail to understand.
(e) using it (or: a language) regularly can you really master a language (or: it.)
(f) the short of it is that Joseph's not up to the job.
(g) fact that management never consulted them that alienated the workforce.
(h) to think what might happen next.

3

(a) have meant / involved
(b) denied having
(c) to appreciate is how
(d) was how she
(e) to die / drop dead
(f) off as

4

(a) I couldn't bear to watch the final scene and (I) had to turn away. (or: The final scene was too much to bear and I had to turn away.)
(b) She warned me against getting too angry about my in-laws' comments.
(c) I know I don't express myself clearly sometimes.
(d) Why should anyone pride themselves on the fact that they got (or: on getting) rid of 200 jobs?
(e) I think (that) what upset me more than anything was his attitude. (or: I think his attitude is what upset me more than anything.)
(f) Would you believe she spent no less than £50 on her new hair-do?
(g) The police are treating (the circumstances of) her death as suspicious.
(h) We shouldn't put too much emphasis on (the importance of) finishing on time.

5

1 C 2 D 3 A 4 C 5 B 6 C 7 D
8 A 9 A 10 C 11 A 12 C 13 D
14 B 15 A 16 C 17 A 18 D
19 C 20 B 21 C 22 A 23 D
24 D 25 B

GRAMMAR AND VOCABULARY

for CAMBRIDGE ADVANCED AND PROFICIENCY

SIDE AND WELLMAN

- ✔ **designed for all advanced students**
  an innovative approach particularly relevant to the Cambridge Certificate in Advanced English (CAE) and the Certificate of Proficiency in English (CPE)
- ✔ **detailed grammar content**
  clear presentation, and a wealth of examples based on the Longman Corpus
- ✔ **special focus on vocabulary**
  concentration on words and common phrases that are useful in all papers in the exams
- ✔ **lots of opportunity to practise**
  a wide variety of exercises to confirm understanding and prepare for the CAE and Proficiency exams, particularly Paper 3
- ✔ **continuous testing in exam format**
  a diagnostic test for each Unit and exam practice sections to check progress
- ✔ **a flexible approach**
  can be used in many different ways; clear cross-references point you in the direction of related grammar or vocabulary areas

Also available for upper intermediate students:
GRAMMAR AND VOCABULARY *for* FIRST CERTIFICATE by Luke Prodromou

IN LINE WITH 1999 CAE EXAM SPECIFICATIONS

Pearson Education
www.longman-elt.com

ISBN 0-582-41963-8
9 780582 419636